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ANNUAL REPORT

ON THE

Working of the Chiefs' Colleges in India

FOR THE YEAR

1907-08

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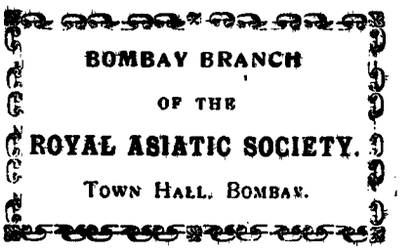

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REPORT ON

THE MAYO COLLEGE,

AJMER

109173

No. $\frac{1333}{12}$, dated Ajmer, the 6th August 1908.

From—W. H. J. WILKINSON, Esq., B.A., I.C.S., Principal, Mayo College, Ajmer,

To—The First Assistant to the Honourable the Agent to the Governor-General, Rajputana.

I have the honour to submit for the information of the Honourable the Agent to the Governor-General and Chief Commissioner the Annual Report of the working of the Mayo College for the year ending May 2nd, 1908.

General Council and Working Committee.

2. Annexure A contains a list of the members of the General Council and of the Working Committee of the College, as it stood in March 1907, since when there has been no alteration. The question of the constitution of the General Council and the Working Committee is under the consideration of the Government of India. When Government have passed orders on this question, it will make it easier to obtain a quorum of the Working Committee.

The Staff.

3. The following changes in the Staff took place :—

Mr. H. Sherring, Vice-Principal, returned from furlough on the 27th October 1907.

Mr. S. F. Madden, Officiating Vice-Principal, reverted to the post of 1st English Assistant Master on the 27th October 1907.

Mr. C. W. Waddington proceeded on furlough for one year on the 15th November 1907.

Mr. W. H. J. Wilkinson, B.A. (Oxon.), I.C.S., was appointed to officiate as Principal from the 15th November 1907.

Risaldar Mohbat Singh, Riding Master, reverted to his post in the Jodhpur Imperial Service Cavalry with effect from the 1st February 1908, and was replaced by Daffadar Kishan Singh, also of the Jodhpur Imperial Service Cavalry.

Captain L. J. M. Deas, I.M.S., Civil Surgeon of Ajmer, remained in medical charge of the College till the 3rd May 1907, after which he was replaced by Major P. J. Lumsden, I.M.S.

The Members of the Working Committee who met at Ajmer on April 13th and 14th decided that Pandit Bulaki Ram Shastri, in whom the Chiefs have confidence, should be offered the appointment of College Shastri on a progressive salary of Rs. 60—5—100 and a pension of Rs. 50 per mensem on attaining the age of 60, on condition that he resigned Government Service. He has since intimated his acceptance of the post on these terms, and will join his appointment in July.

A list of the College Staff, as it stood on May 2nd, is given in Annexure B.

The College roll. Total number.

4. The number of boys on the College roll at the end of last year was 143. During the year 19 boys left, 1 died, and 42 joined the College, leaving the total at the end of the year 165.

Withdrawals.

Annexure C gives the names of the 19 boys who were withdrawn during the year, their ages, States, and the periods of their stay at the College. Thirteen belonged to Rajputana, the remainder to Central India; two were chiefs who, after obtaining their Diploma, left the College to undergo administrative training in their States; one joined the 5th Cavalry at Meerut as Jamadar in command of 40 Rathor Rajput recruits from Kishangarh; three joined the Imperial Cadet Corps; four were withdrawn in the usual course on account of age, and two for misconduct; four left for private reasons, and two to manage their Estates. Of those who left on account of age the two who had not obtained diplomas had been less than 4 and 2 years respectively at the College.

Admissions.

Annexure D gives the names of the 42 boys who were admitted during the year, with the names of their parents, dates of joining, ages, and the States from which they came. Four of these only were of more than the

prescribed age. They were admitted as special cases with the sanction of the Honourable the Agent to the Governor-General. One was the son of the Maharawat of Partabgarh, another a companion to the Maharaja Holkar, and a third the cousin of the Rao of Garhi, who was at the Government College, Ajmer; the fourth was only 6 months over age.

Recruitment.

Thirty-three of the new boys came from Rajputana, 7 from Central India and 2 from the United Provinces. Ajmer sent 3 new boys, Kishangarh no less than 8, Kotah, Kushalgarh, and Bharatpur 2 each, Tonk 4, Alwar, Partabgarh, Jhalawar, Banswara, Jaisalmer and Mewar 1 each, Marwar and Bikaner 3 each.

Every State in Rajputana is now represented at the College. Applications have been received for the admission of three sons of the Sultan of Johore, of Mian Hari Singh, son of Raja Sir Amar Singh of Kashmir, and it is hoped that Colonel the Nawab Afsar-ul-Mulk of Hyderabad, Deccan, will send his youngest son shortly.

Distribution of the College roll.

The distribution of the College roll is now as follows:—

(*a*) Rajputana States:—

Alwar	16
Ajmer	15
Kishangarh	13
Jaipur	11
Marwar	11
Banswara	10
Mewar	10
Kotah	9
Bharatpur	8
Bikaner	8
Tonk	7
Dungarpur	3
Bundi	2
Dholpur	2
Kushalgarh	2
Partabgarh	2
Shahpura	2
Jhalawar	1
Jaisalmer	1
Karauli	1
Sirohi	1
TOTAL	135

(*b*) Central India States:—

Sailana	7
Baoni	4
Nagod	4
Panna	4
Indore	2
Barwani	1
Dhar	1
Gwalior	1
Narsingarh	1
Piploda	1
TOTAL	26

(*c*) Other Provinces:—

United Provinces of Agra and Oudh	3
Hyderabad (Deccan)	1
TOTAL	4
GRAND TOTAL	165

The number of Rajputana boys has risen during the year by 21, that of boys from Central India has diminished by one, and two boys more have joined the College from other parts of India.

5. The following table gives for the last 5 years (*a*) the number on the College roll at the end of the year, (*b*) the daily average number on the roll, and (*c*) the daily average number present :— Average numbers, ages, and attendance.

	1903-04.	1904-05.	1905-06.	1906-07.	1907-08.
(*a*) Number on roll at end of year .	88	96	123	143	165
(*b*) Daily average number on roll .	68·96	87·50	108·51	135·32	148·88
(*c*) Daily average number present .	64·06	82·61	102·43	128·38	138·24

The daily average number absent with leave has risen during the year from 6·12 to 8·8. This is due largely to the Udaipur-Jodhpur wedding ceremonies, which necessitated the presence of all the Mewar boys for about a fortnight, and to the rise in the number of boys at the College.

Annexure E contains a table giving the names of boys arranged according to classes, their ages, length of residence and attendance, and the maximum minimum, and average age in each class.

The average age of each class is given below, excluding as before those boys who have been admitted in the last 3 years as special cases at an advanced age :—

Post Diploma, 2nd year	19-9
Post Diploma, 1st year	20-8
Diploma Class	17-8
Class II	17-5
Class III	15-11
Class IV	16-1
Class V	14-10
Class VI	14-4
Class VII	12-9
Class VIII	10-9

The average age in the Post Diploma Class and Classes IV and VI are above the normal owing to admissions in previous years at an advanced age. The average age of the Post Diploma Class is nearly 2 years younger than it was last year, and in this and the other classes the average age is approximately normal.

6. The daily average number of boys sick was 2·21 as against 1·82 of the preceding year. The average number present was 138·24 as against 128·38. This and the occurrence of 12 cases of measles, entailing two or three weeks' absence from school, a case of guinea worm which kept Maharajkumar Prithi Singh of Banswara absent from 28th October 1907 till the end of April, and a case of enteric fever which led to an absence of 2½ months, account for most, if not all, of the increase. Health.

The only accidents were two dislocations of the elbow on the play-ground.

I much regret to record the death on December 14th, 1907, of Thakur Dalpat Singh of Raoti, Sailana, from acute phthisis after a brief illness. He was removed at the desire of His Highness the Raja's State physician, who was sent to take charge of the case, to a house in the city, where he died. It was clear almost from the beginning that his case was beyond the power of medicine.

The Hospital Assistant, Brindaban Chandra Sur, continued to discharge his duties with energy and attention. The occurrence of measles again showed the urgent need of a Hospital for the isolation and accommodation of infectious cases, but at present the College finances are not in a position to afford the expenditure.

Fifty-five snakes were killed during the year within the College limits. Destruction of snakes.

7. The Budget Estimates of the College Fund for 1908-09, with details of establishment, are given in Annexure F. Finances. Budget Estimates.

The revised Public Works estimates for the New Buildings exceed the original estimates by Rs. 46,488. The College Fund could have met this by allotting for the purpose most of the arrear contribution of Rs. 49,000 from the Government of India, but it is hoped to avoid using this, which repre-

sents a recurring grant, to meet an extraordinary non-recurring charge, and to do so would be to cripple the College resources. The estimates provide for a closing balance of Rs. 47,746, but this has only been secured by abandoning the proposals to build a Sanitarium and Squash racquet courts, to fence the College park, and to pave the stables. Had we provided Rs. 46,488 for the New East Wing the balance would have been only Rs. 1,258.

Owing to the want of accommodation for boys as well as masters the members of the Working Committee of April 13th and 14th unanimously decided to devote Rs. 10,000 to the construction of a 2nd Assistant Master's house. This will set free certain rooms in the Bikaner House now occupied by an Assistant Master, and will accommodate the extra English Master, who, it is hoped, will join the College during the year.

As far as can be foreseen the accounts for 1909-10 will give an excess of receipts over expenditure of Rs. 7,000, provided there is no expenditure at all on works or other items of a non-recurring nature. Even if this excess might be taken as permanent it would be insufficient for the needs of the College. These include :—

(*a*) The acquisition of certain plots of land not College property but lying within the College limits, and of a piece of land to the East, to check the approach to the College boundary of new and insanitary buildings, and to allow of the construction of new recreation grounds.

(*b*) The construction of a new Boarding House for the accommodation of boys whose States have not provided houses. The existing houses are nearly all full, and the number of boys is rising rapidly, and by Christmas will perhaps reach 180.

(*c*) The construction of a Sanitarium.

(*d*) A wall round part, at any rate, of the College park, which is more accessible than is desirable, especially on the city side and from the Srinagar road.

(*e*) Paving of the Stables and provision of a drinking trough.

(*f*) A suitable approach from the cricket ground to the new buildings.

(*g*) A Mosque for Musalman boys, who have now no special place of worship. This perhaps could not be charged to the College Fund.

The first three of these are very urgent needs and the fourth, owing to the approach of the suburbs of Ajmer, is becoming rapidly more necessary. The cost of these (excluding the mosque) which, as far as can be foreseen, will be between a lakh and a lakh and a half of rupees, could not be met from College funds even if a yearly balance of Rs. 7,000 could be anticipated. But the fact that the members of the European and Indian teaching staff are nearly all on progressive pay, and that the College expenditure on establishment for buildings and recreation grounds grows with the increase in number of the boys, with no increase in income except from the annual subscription of Rs. 50 from each boy to the Book, Play and Medical Fund, shows that so far from our being able to anticipate a surplus we must look forward to a deficit in a few years even without any outlay on construction or land acquisition.

The following table shows the position as regards the pay of the Staff alone till 1916-17, when the maxima will be attained :—

	Increase in cost of European Staff.	Increase in cost of Indian Staff.	Total Increase.
	Rs.	Rs.	Rs.
1909-10	3,280	1,495	4,775
1910-11	1,275	920	2,195
1911-12	1,275	300	1,575
1912-13	1,275	145	1,420
1913-14	1,275	..	1,275
1914-15	1,275	..	1,275
1915-16	1,021	..	1,021
1916-17	478	..	478

In short there would be, under this head only, an annual increased expenditure of Rs. 14,000 in the next 8 years, even if no additions were made to the Staff.

The whole question of the financial position of the College will be laid before the General Council in the autumn.

A detailed statement of the Income and Expenditure of the College Fund is given in Annexure G. Income and Expenditure.

The following is a condensed statement :— College Fund. Balance Sheet.

	Rs.	A.	P.
Balance in the Ajmer Treasury on 31st March 1907	7,025	4	9
Less amount paid by Military Department to Naik Sonia, Gymnastic Instructor of the College, and deducted from the balance as desired by the Comptroller	0	3	0
TOTAL .	7,025	1	9
Receipts during the year	1,42,572	4	8
TOTAL .	1,49,597	6	5
Expenditure during the year	94,146	3	7
Balance on 31st March 1908			
in the Ajmer Treasury . . . 6,451 2 10			
in the Alliance Bank of Simla, Limited 49,000 0 0			
TOTAL .	55,451	2	10

The only arrears of contribution are Rs. 1,484-13-3 from Jaipur. The receipts include an advance contribution of Rs. 593-15-0 from the Bharatpur State.

Part of the balance of Rs. 55,451 will be required to meet a charge of Rs. 8,887 on account of the 1st Assistant Master's house now under construction.

It is hoped that Government will see their way to exempting the College Fund from the yearly contribution to the establishment engaged in the office of the Comptroller, India Treasuries, and on account of the Police, as similar exemptions are being allowed to other local bodies. The Commissioner, Ajmer-Merwara, has been addressed on this point.

The statement of expenditure given above does not include a sum of Rs. 2,969—12—7 expended from Imperial Funds upon the upkeep of buildings and roads. To this must be added the extraordinary expenditure from the special grant of 2 lakhs made by Government to the additions to the main buildings. Of this Rs. 1,36,833-7-2 were spent between April 1st, 1907, and March 31st, 1908. Expenditure from Imperial Funds.

The total expenditure from Imperial Funds under all heads during the year thus amounts to Rs. 1,39,803-3-9.

The cost of the maintenance of the 10 Boarding-houses, including salaries of Motamids and servants (excluding contributional works), amounted to Rs. 21,407-11-0. Expenditure by the States.

The cost of the contributional works defrayed by the States amounted to Rs. 8,542-10-8, of which Rs. 4,361-8-5 were expended upon annual repairs and Rs. 4,181-2-3 upon additions and improvements to the Boarding-houses. The ordinary expenditure by the States thus comes to Rs. 25,769-3-5 as against Rs. 26,553-11-3 in 1906-07 and the extraordinary expenditure to Rs. 4,181-2-3.

The total expenditure by the States for the year (exclusive of the annual contributions to the Endowment Fund made by certain States) amounts to Rs. 29,950-5-8.

The receipts under the head "Book, Play and Medical Fund" derived from the fees of Rs. 50 per annum for each boy amounted to Rs. 7,000-0-0, and are included in the receipts of the College Fund. The expenditure amounted to (*a*) Rs. 3,084-11-7 for books, (*b*) Rs. 2,507-2-8 for play-ground Fees.

requisites, and (*c*) Rs. 2,121-3-4 for Medical establishment and stores, making a total of Rs. 7,713-1-7 and leaving a deficit of Rs. 713-1-7 to be met from the interest on the Endowment Fund.

Student's Accounts. Athletic Fund.

The receipts of the Athletic Fund from voluntary subscriptions and sale of cartridges amounted to Rs. 1,029-13-3. A sum of Rs. 1,410-13-5 was spent in the entertainment of visiting teams, purchase of cartridges, and furniture for the Pavilion.

Temple Fund.

The Temple Fund, which is maintained by voluntary subscriptions, received Rs. 455-8-0 during the year, of which Rs. 250 were expended upon the Mahant and the Temple services.

Gifts, and improvements made and suggested. Donation.

8. His Highness the Maharaja Gaekwar of Baroda, who was present at the Prize-giving in November 1907, made a liberal donation of Rs. 5,000 to the College Funds.

Annexe.

The Public Works Department hope to complete the new buildings by the end of September 1908.

Improvements to Boarding-houses.

New out-houses or servants' quarters have been constructed during the year, or are under construction, for the Udaipur, Jhalawar, Bharatpur, and Jaipur houses, and a set of quarters has been added to the Ajmer House. It is hoped that a further extension of the Ajmer Boarding-house may be sanctioned during the year, accommodation being barely adequate.

His Highness the Maharaja of Jaipur has generously sanctioned an expenditure of Rs. 14,000 on alterations to the Ajmer Boarding-house. These should increase the accommodation by six or more rooms.

The 1st Assistant Master's house is ready for occupation. A kitchen for the Pavilion Guest-house for the use of Hindu guests has been constructed.

Three new cricket and football grounds have been added to the four existing.

Memorial to Colonel W. Loch, A.-D.-C.

In accordance with the wishes of Colonel W. Loch and the subscribers to the Fund it was decided to spend a sum not exceeding Rs. 10,000 on a portrait of Colonel Loch to be hung in the College Hall.

Mr. Waddington has arranged for it to be painted by Mr. Briton Riviere, R.A., at a cost of £500. The picture is exhibited in this year's Academy, and will be sent out during the year.

The balance of the fund, with the Vice-President and the subscribers' consent, has been invested, and the interest will be spent on a Sword of Honour to be presented annually to a selected boy.

Memorial to the late Mr. Portman.

The balance of the fund, after providing a silver challenge Cup for the winning house cricket team, has been invested, and the interest will be spent on silver medals for members of the winning team.

Equipment of Science Laboratory.

Mr. Waddington is purchasing in England the apparatus necessary at the outset for the Science Laboratory in the new buildings. It is intended to use, in the first place, only a portion of His Highness the Maharaja Scindia's donation of Rs. 20,000.

Tree-planting.

One hundred and seventy trees were planted during the rains of 1907, of which 130 have survived. More will be planted during the monsoon of this year.

School work.

9. The course of study up to the Diploma Standard remained practically unchanged. The curriculum and the class time-table form Annexure H, to which is added a table showing the number of boys following the different courses.

Half-yearly Examination.

The Half-yearly Examination was conducted by the College Staff in December. Out of 151 boys then on the rolls 131 were present at the examinations and 98 passed in all subjects. Prizes were awarded as usual.

Annual Examination.

The Annual Examination was held for all classes except the Diploma Class from April 16th to April 25th.

Diploma Examination.

The Diploma Class were examined by Mr. Marsh Hesketh of the Bombay Educational Department in English Composition and Translation, Prose and Poetry Text-books, English and Indian History and Geography, Mathematics, and Science.

Pandit Hardeo Prasad Sharma, Head Master, Government Normal School, Ajmer, examined in Sanskrit and Hindi; Moulvi Tahsin Ali, Professor of Arabic and Persian, Government College, Ajmer, in Persian and Urdu; Munshi Bishamber Nath, B.A., LL.B., Vakil, in Hindu and Muhammadan Law; Pandit Brijjiwan Lal, B.A., Revenue Extra Assistant Commissioner, Ajmer, in Revenue Papers, Theoretical Surveying, and Practical Test in Surveying; Mr. Williams, English Assistant Master, Mayo College, in Law, Jurisprudence, and Political Economy.

The papers for the Diploma Class are given in the Appendix.

Diploma Class results.

The Diploma Class this year produced one boy of great merit,—Nawab Mahbub Ali Beg of Hyderabad, whose papers were marked with distinction in every subject but one. One boy failed. Two out of the remainder did very creditably, and were up to the normal standard. The average percentage of marks was 50, as against 52 last year.

The standard of marks was the same as that of last year. The table of marks is given in Annexure K.

Post Diploma Class.

The curriculum of the Post Diploma Class is given in Annexure J. The examination was conducted by the College Staff, assisted by Mr. H. C. Clogstoun, C.I.E.

The oral examination was held by Mr. Sherring and the practical test in Surveying by the Revenue Extra Assistant Commissioner.

The class consisted of three boys, two of whom passed the examination.

The third, Maharajkumar Prithi Singh of Banswara, was absent for 6 months of the year on sick leave, and could not be examined.

Mr. H. V. Cobb's prizes.

The valuable prizes given for the Post Diploma and Diploma Classes by Mr. H. V. Cobb, C.S., Resident, Western States of Rajputana, were awarded to Sahibzada Sardar Muhammad Khan of Tonk, and Thakur Bhanwar Singh of Sainthi, Bharatpur.

They were awarded in the Post Diploma Class for the best papers on administrative subjects and for an essay on the duties of a young Jagirdar on coming into possession of an indebted and mismanaged estate, and in the Diploma Class for an essay on the same subject.

Six of the essays were of considerable merit and the general standard attained shows that nearly all the boys of these two classes are possessed of a sound understanding of this subject, which is perhaps the most important of all for boys of the land-owning classes in a province where the neglect of it is one of the principal causes of distress. The thanks of the College are due to Mr. Cobb for his generous donation. He and His Highness the Maharaja of Kishangarh kindly assisted in looking over the essays.

Classes below the Diploma.

The examination of the classes below the diploma was conducted by the College Staff on the same lines as last year, that of Classes II and III being chiefly by means of written papers, in the lower classes mainly oral.

In all classes, out of 165 students on the roll 148 were present at the examination. The Udaipur-Jodhpur marriage necessitated the absence of 9 boys, leading nobles of Udaipur and Kishangarh, from the greater part of the examination.

Summary of results of examination.

The following is a summary of the results of the examination :—

	Number of boys in class.	Number examined.	Number passed in all subjects.	Number failed in one or more subjects.
Post Diploma Class, 2nd year	1	..	..	..
Do. do., 1st year	2	2	2	..
Diploma Class	7	7	6	1
Class II	11	10	10	..
„ III	15	15	14	1
„ IV	16	15	12	3
„ V	24	22	21	1
„ VI	24	17	14	3
„ VII	27	26	22	4
„ VIII	38	34	26	8
TOTAL	165	148	127	21

The detailed results of the examination, with the awards of prizes, which were allotted on nearly the same principles as last year, are given in Annexure K.

Inspection.

The inspection of all classes was conducted by Mr. E. Giles, C.I.E., Officiating Director-General of Education in India, during his visit to the College in March. He awarded marks for the oral examination of the Diploma Class (with the exception of two absentees who were examined orally by Mr. Hesketh).

Mr. Giles' Report has been submitted to Government, but has not reached me.

Common Diploma Examination.

The Principals of the Chiefs' Colleges at Lahore, Indore, Rajkot, and Ajmer met in the autumn of 1907, and submitted a joint report to Government, recommending certain changes in the diploma course. These were substantially supported by the Director-General of Education and accepted by the Government of India. They were adopted in part for the year under report, and will be introduced *in toto* in the year 1908-09.

They were based largely on the results of Mr. Waddington's discussion with Mr. Giles and Mr. Hesketh, alluded to in paragraph 10 of last year's Administration Report.

Briefly summarized the changes are as follows :—

Drawing has been omitted from the Diploma Examination, but is retained in lower classes. Geometry is no longer a compulsory subject. Arithmetic and History have been simplified. English History, Indian History, and Geography have been raised to the same level. The principle has been laid down that English History should be taught with special reference to the development of constitutional liberty and the growth of the British Empire, that it should be treated on broad lines to the end of the 18th century, after which important imperial and social questions should be examined in greater detail. In the same way only the salient features of Indian History are to be regarded up to Clive's Campaigns, after which the rise and effects of British dominion will be carefully studied.

In Geography a general knowledge of the world is prescribed, and detailed knowledge of the British Empire and India.

An English essay has been added, and a paper on current events and matters of general interest.

In the Vernacular examination petition reading has been introduced. This is important for boys of the class that comes to the College.

The Administrative Course now consists of (*a*) Law, including Whitworth's Law Lectures, Fraser's Notes on Jurisprudence, and the elements of Hindu and Muhammadan Law; (*b*) Political Economy, Land Revenue and Surveying. No text-book is prescribed for Political Economy but the ground covered is that of F. A. Walker's 1st lessons in Political Economy. In Land Revenue no common course is possible.

A common Diploma examination for the Chiefs' Colleges as recommended by the Conference of 1904 has been instituted. The curricula which were formerly in many respects alike, have now been completely assimilated by the prescription of two common text-books in English for all Colleges, a common course in Sanskrit, Persian, Hindi, and Urdu for the Aitchison and Mayo Colleges, and, as far as local conditions admit, a common course for all Colleges in Administration, *viz.*, Law, Political Economy and Land Revenue. The maintenance of this common examination is, in Mr. Waddington's and my opinion, most important on account of the stimulus it affords to rivalry between the Colleges, and because it forms a common standard for testing the teaching of the Colleges and as such enhances the value of the Diploma examination. The value of the Diploma with Distinction has been raised by a rule that it should be granted only to a candidate gaining $\frac{2}{3}$ of the aggregate of marks assigned for the examination.

Post Diploma course.

The 2nd year of the Post Diploma Class was started with one boy at the beginning of the year, but his prolonged illness led to its discontinuance.

There will be two boys in this class in the ensuing year. The question of a Higher Diploma, which has been under consideration of the Government of India since June 1907, has not yet been decided.

My experience corroborates Mr. Waddington's opinion that though the existing Post Diploma course is of great practical value to the boys, the postponement of its recognition by Government as equivalent to a B.A. will tend to cause the withdrawal from the Mayo College of the most able boys, who will proceed to other Colleges, where their surroundings and influences will be less beneficial.

Minor changes.

Mr. Sherring, Vice-Principal, and the Drawing Master have revised the drawing course for all classes below the Diploma, and new text-books and a scheme of instruction in colour-work will be introduced gradually during the next two years, beginning in July. New English Readers for the lowest classes are being introduced at the beginning of next term.

Library.

The College Library is being re-arranged and catalogued by Mr. Madden.

Out-door life.

10. The College maintained its reputation at games. Mr. Sherring the Vice-Principal, Mr. Madden, Mr. Williams, and the Indian Staff gave unremitting assistance in coaching the boys. Mr. Bulsara, the cricket professional, has been unsparing of his time and has done valuable service outside the scope of his regular duties.

Cricket.

The number of Cricket Elevens at the end of the year was 6, and the total number of matches played was 63. The Combined Cricket Eleven of Staff and boys played 7 matches during the year, winning 3, losing 2, and drawing 2.

The boys' 1st Eleven, captained by Sahibzada Sardar Muhammad Khan of Tonk, played 15 matches, winning 9, and losing 5. The 2nd Eleven played 10 matches, winning 7, and losing 1. The 3rd Eleven played 10 matches, winning 4, and losing 4. The 4th Eleven played 8 matches, losing 6, and drawing 2. The 5th Eleven played 7 matches, winning 5, and losing 2. The 6th Eleven played 6 matches, winning all of them. Out of the 63 matches played by all the teams, 34 were won, 20 lost, and 9 drawn. One century was scored for the boys' 1st Eleven.

The boys' first XI defeated the Aitchison College XI on the Ajmer ground, and won the Cricket Challenge Cup from all schools competing in the Rajputana School Sports.

The Rajkumar College, Rajkot, were again unable to send teams to Ajmer during the year, and the Imperial Cadet Corps could not arrange an athletic meeting.

The tournament with the Indore Club, including the Daly College, was not held, owing to the outbreak of measles.

Football.

Thirty-four matches were played, as against 67 last year.

The boys' first XI, captained by Mahbub Ali Beg of Hyderabad, played 9 matches, winning 4, losing 2, and drawing 3.

The second XI played 3 matches, winning 1, losing 1, and drawing 1. The third XI played 6 matches, winning 5, and drawing 1. The fourth XI played 6 matches, winning 4, and drawing 2. The fifth XI played 5 matches, winning 3, losing 1, and drawing 1. The sixth XI played 5 matches, winning 4, and drawing 1.

Out of 34 matches played in all, 21 were won, 4 lost, and 9 drawn. Sixty-eight goals were kicked by the College teams and 8 against them. The first XI drew with the Aitchison College and were defeated only by the winners in the Rajputana School Sports.

Tournament with the Aitchison College.

In February the Aitchison College visited Ajmer. The Mayo College won the cricket by an innings and 61 runs, drew the football, won the tent-pegging (single, and by sections of four), the three tennis doubles, and one out of three singles, and every event in the Sports except the Mile.

Rules for future use were drawn up and agreed to by the Principals of both Colleges for the marking and regulation of the different events in the tournament for the Silver Challenge Shield presented by the Kour Sahib

of Patiala. The Shield, competed for this year, for the first time was won by the Mayo College.

A cricket match was played at the time of the Prize-giving against the team of Old Boys captained by His Highness the Maharao of Kotah, resulting in a victory for the Old Boys by 7 wickets. Several cricket, tennis, and football matches were played against the Nasirabad and Ajmer gymkhanas.

In tennis the College pairs won 6 out of 7 matches.

Inter-House and Open Tournaments.

The usual competitions between the boarding-houses took place. The Portman Challenge Cup for cricket, the Football Cup, and the Tug-of-War were won by the Tonk House, and the Tent-pegging by the Jhalawar House, occupied by the Central India boys. The open Tennis and Racquets Singles were won by His Highness the Maharaja Holkar. The Annual Riding competition for Juniors was won by Kanwar Prithi Singh of Bera. The Seniors showed an exceptionally high standard of horsemanship. The test of riding an excitable horse over jumps without stirrups failed to differentiate between 5 boys, whose riding was faultless. Failure on the part of some to take all their pegs tent-pegging led to the prize being awarded to Kanwar Sardar Singh of Kanota.

The shooting competitions were held again in April with new Army Pattern miniature range rifles. The Seniors' prize was won by His Highness the Maharaja Holkar with a score of 110 out of a possible aggregate of 140, his score at the moving target being 30 out of 35. The Juniors' prize was won by Sahibzada Muhammad Hayat Khan of Tonk.

The Athletic Sports were held as usual at the end of the year, and resulted in some very good performances. The time for the Mile was the best on record in the College Sports.

Mounted Cadet Corps.

The three Squadrons of the Corps numbered in all 80 boys. Their drill and riding schools were in charge of Risaldar Mohbat Singh till January, and after January in charge of Dafadar Kishan Singh (both of the Jodhpur Imperial Service Lancers) whose services were kindly lent by His Highness the Maharaja. The Squadron Leader was His Highness the Maharaja Holkar, with Sardar Singh of Kanota and the Nawab Mahbub Ali Beg as Troop Leaders. The Squadron was inspected by Major His Highness the Maharaja of Bikaner, Major His Highness the Maharao of Kotah, General Raja Sir Amar Singh of Kashmir, and Major-General Park, C.B., Commanding the Nasirabad Brigade. General Park has kindly offered to give the Corps opportunities in the ensuing cold weather of work with Regular Troops, and with a view to this the Corps have been receiving instructions in scouting and open order work in the country.

Two College paperchases (mounted) have been held during the year, the first to come in being Thakur Dalpat Singh of Rohet, and Kanwar Prithi Singh of Bera, and selected riders took part in a paperchase given by the Commissioner and open to the stations of Ajmer and Nasirabad. College boys secured the first two places.

Boarding-houses.

11. The distribution of boys by houses is as follows :—

Ajmer House	25
Alwar House	21
Bikaner House	12
Bharatpur House	11
Kotah House	15
Jaipur House	10
Jhalawar House	8
Jodhpur House	28
Tonk House	11
Udaipur House	20
Indore House	2
Day-boy	1
Principal's House	1
TOTAL	165

The houses now contained a sufficient number of boys to allow football and cricket matches to be played 11 aside for the first time.

The Monitors have been four in number, the head Monitor being Sahibzada Sardar Muhammad Khan of Tonk. They have held weekly meetings, at which papers have been read, and on one occasion rendered me valuable assistance in conducting an enquiry into an alleged case of ill-doing, which fortunately was found to be groundless.

Common messing has made a certain advance during the year. The economy of the system is fully realized in the Bikaner and Jodhpur Houses. The chief difficulty in the way of its adoption is the difference in the standard of living between rich and less well-to-do boys.

Mr. and Mrs. Goodwin again kindly consented to judge the merits of the different house gardens, and placed those of Ajmer, Alwar, and Jhalawar first in order of merit. At the Ajmer Flower Show the College Gardens secured 41 prizes.

The College Magazine has this year again been conducted by Mr. S. F. Madden. It is intended in the future to include in it portraits of His Majesty the King-Emperor and other members of the Royal Family and other sovereigns connected with them, and photographs of the Royal Palaces in England.

Imperial Cadet Corps.

12. Two Mayo College candidates, Nawab Mahbub Ali Beg of Hyderabad, and Kunwar Ram Singh of Narsingarh, Central India, who have just obtained their diploma, joined the Corps this year.

Other noteworthy events.

13. The Annual Prize-giving took place on November 11th, 1908. The Hon'ble Mr. Colvin, Vice-President of the College and Agent to the Governor-General in Rajputana, presided, and a large gathering of Old Boys and visitors was present, including Their Highnesses the Maharajas of Baroda, Jodhpur, Bikaner, and Alwar, the Maharao of Kotah, the Raja of Sailana, the Raja of Narsingarh and Major-General Park. Mr. Waddington, the Principal, reviewed the year's work and gave a short *résumé* of the History of the College during his five years' tenure of office. The boys delivered recitations in prose and poetry in English, Persian, Sanskrit, Hindi, and Urdu, after which Mr. Colvin distributed the Diplomas and prizes. His Excellency the Viceroy's prize for the head boy of the College was won by Kanwar Takht Singh of Malsisar, Jaipur, and Her Excellency Lady Minto's prize for the best all-round athlete by Kanwar Gulab Singh of Bogera, Bikaner. The proceedings closed with a speech by Mr. Colvin, in which he spoke of the striking progress made by the College during Mr. Waddington's principalship and paid a tribute to the valuable services rendered by him to the institution. He alluded incidentally to the Daly College, and expressed the good wishes of the Mayo College, its elder sister, for its future prosperity.

Old Boys' gathering.

The fourth meeting of Old Boys took place at the time of the prize-giving and was attended by about 30 Old Boys, including Their Highnesses the Maharajas of Bikaner and Alwar, the Maharao of Kotah, the Raja of Narsingarh and the Rana of Barwani.

On the last day His Highness the Maharaja of Jodhpur gave a Gymkhana for the College boys and was At Home to the residents of Ajmer and Nasirabad, and in the evening entertained all the boys in the College at dinner.

Working Committee.

The Working Committee met at the College twice during the year, in November 1907 and April 1908. They inspected some of the Boarding-houses, the Cadet Corps, and the boys at work and play.

At the first meeting they passed resolutions recommending the appointment of Pandit Bulaki Ram as College Shastri and urging the payment of pension to three members of the Old College Teaching Staff for the periods before August 1st, 1904, expressing a hope that the College funds might be made liable for the proportionate share due in respect of service before that date. The question will be laid before the General Council. The Committee also considered and recorded their opinion that a Sanitarium and Squash Racquet Courts were desirable; and that the cost should be included in the Budget, ordered estimates to be prepared for paving the Stable Court Yard and fencing the College Park. These four schemes have had to be abandoned for lack of funds.

At their second meeting the members present agreed to my proposals as to terms to be offered to Bulaki Ram as College Shastri. These he has now accepted. They also examined the budget, allotting Rs. 10,000 for a 2nd Assistant Master's house, and, owing to lack of funds, striking out the allotments, which they had previously recommended, for Sanitarium and Squash Racquet Courts. They recorded their unanimous opinion that the College funds should not be burdened with the cost of constructing the Assistant Master's house, that the financial condition of the College should be discussed in detail by the General Council at their meeting in the autumn, that an increase in the number of English Masters was in the highest degree desirable, that the construction of another boarding-house, impossible for lack of funds, was an urgent necessity, that the acquisition of the land referred to in paragraph 7 above was desirable, and that the attention of certain States in Central India should be invited to Resolution V, page 10 of the proceedings of the Conference of Chiefs' Colleges held in 1904, in which it was left to the generosity of the States to contribute to the College funds, and it was decided to levy no fees from them. The members present also fixed on sites for the Sanitarium, 2nd Assistant Master's house, and the proposed new boarding-house. In view of the difficulty of obtaining a quorum for the Working Committee the members expressed a wish that such points raised in Mr. Colvin's letter No. 211 of June 15th, 1907, to the Secretary to the Government of India in the Foreign Department, as did not necessitate a reference to Local Governments, and especially the question of the revised constitution, might be decided as soon as possible. They also held that the question of fees, in view of the strong views expressed at the Chiefs' Colleges Conference of 1904, should not be raised for the present.

General Council. No meeting of the General Council was held during the year, owing to the time of meeting having been changed from the spring to the autumn.

Visitors. The College was visited during the year by Mr. Butler, Foreign Secretary, Their Highnesses the Gaekwar of Baroda, the Maharajas of Jodhpur and Bikaner, the Maharao of Kotah, the Maharajas of Kishangarh and Alwar, and the Rajas of Sailana, Dewas (S. B.), Narsingarh, and Barwani, General Raja Sir Amar Singh of Kashmir, Mr. E. Giles, Director-General of Education, Major-General Park, C.B., Colonel F. H. Bond, C.B., Director-General of Military Works in India, and Mr. C. Hobhouse, Under Secretary of State for India. The Hon'ble Mr. Colvin paid numerous visits to the College.

14. The College Staff, owing to Mr. Twiss's illness and absence on leave for 3 months in all, and to the increasing number of boys, was below what is required for efficient instruction and supervision. Mr. Williams having been transferred to Rajkot, the proportion of boys to English Masters will be about 43, against an average of $23\frac{1}{3}$ at the other Chiefs' Colleges next term. When it is considered that the masters will be doing from 22 to 24 hours in school, which the Director-General of Education considers to be the maximum that a master should do, and have to prepare their lectures, are present at games, mornings and evenings, for 2 or 3 days a week at the least, inspect the boarding-houses and exercise a close supervision over the house and boys' accounts, it will be realized that the number of English Masters will not be adequate to secure their personal knowledge of the boys and influence over them, one of the most important features of the College system. It is to be hoped that the English Staff may be raised to a total of at least seven, to give the College, with its rapidly rising numbers, the proportion of the other Chiefs' Colleges. It is also very necessary to increase the Indian Staff, if the teaching is to be maintained at a high level. More teaching is done by unqualified instructors than is consistent with efficiency. The English and Indian Teaching Staff have been very hard worked, and the best thanks of Mr. Waddington and myself are due to them for their unremitting energy in school and on the play-ground and for the cheerful assistance they have afforded to us. Our acknowledgments are also due to the Motamids and tutors not on the regular teaching staff for the time which they have ungrudgingly given to teaching and supervision.

ANNEXURES.

ANNEXURE A. List of Members of the General Council and of the Working Committee of the College for the year 1907-08.
,, B. List of the College Staff on the 2nd May 1908.
,, C. Withdrawals.
,, D. Admissions.
,, E. List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.
,, F. Budget Estimates for 1908-09 and details of Establishment.
,, G. Statement of Income and Expenditure.
,, H. Schedule of work done in 1907-08, Class Time-table and table of boys following different courses.
,, I. Papers for Diploma Examination. (see Appendix).
,, J. Curriculum of the Post Diploma Class.
,, K. Detailed results of the Annual Examination.
,, L. Curriculum for 1908-09.
,, M. Time-table of out-door exercises.

ANNEXURE A.

List of Members of the General Council of the Mayo College at Ajmer, as it stood in March 1907.

PRESIDENT:

1. His Excellency the Viceroy.

VICE-PRESIDENT:

2. The Hon'ble the Agent to the Governor-General, Rajputana.

MEMBERS:

3. The Hon'ble the Agent to the Governor-General, Central India.
4. The Commissioner of Ajmer-Merwara.
5. The Principal of the Mayo College.
6. The Director-General of Education.
7. The Inspector of Chiefs' Colleges.
8. The Inspector-General of Imperial Service Troops.
9. Lieutenant-Colonel C. Herbert, I.A., Resident, Jaipur.
10. Mr. C. H. Hill, C.I.E., Resident, Mewar.
11. Major W. C. R. Stratton, Resident, Western Rajputana States.
12. Mr. H. V. Cobb, C.S., Resident, Gwalior.
13. Mr. O. V. Bosanquet, C.S., Resident, Indore.

CHIEFS.

Rajputana.

14. His Highness the Maharaja of Alwar.
15. His Highness the Maharawal of Banswara.
16. His Highness the Maharaja of Bharatpur.
17. His Highness the Maharaja of Bikaner.
18. His Highness the Maharao Raja of Bundi.
19. His Highness the Maharaj Rana of Dholpur.
20. His Highness the Maharawal of Dungarpur.
21. His Highness the Maharaja of Jaipur.
22. His Highness the Maharawal of Jaisalmer.
23. His Highness the Raj Rana of Jhalawar.
24. His Highness the Maharaja of Jodhpur.
25. His Highness the Maharaja of Karauli.
26. His Highness the Maharaja of Kishangarh.
27. His Highness the Maharao of Kotah.
28. His Highness the Maharawat of Partabgarh.
29. His Highness the Maharao of Sirohi.
30. His Highness the Nawab of Tonk.
31. His Highness the Maharana of Udaipur.

Central India.

32. His Highness the Maharaja of Gwalior.
33. His Highness the Raja of Sailana.

Bombay.

34. His Highness the Gaekwar of Baroda.

Bengal.

35. His Highness the Maharaja of Kuch Behar.

Eastern Bengal and Assam.

36. His Highness the Raja of Hill Tipperah.

List of Members of the Working Committee of the Mayo College at Ajmer.

CHIEFS ELECTED.

1. His Highness the Gaekwar of Baroda.
2. His Highness the Maharaja of Bikaner.
3. His Highness the Maharaja of Gwalior.
4. His Highness the Maharaja of Jaipur.
5. His Highness the Maharao of Kotah.
6. His Highness the Maharana of Udaipur.

CHIEFS NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL IN RAJPUTANA.

7. His Highness the Maharao Raja of Bundi.
8. His Highness the Raj Rana of Jhalawar.

CHIEFS NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL IN CENTRAL INDIA.

9. His Highness the Raja of Sailana.
10. Vacant.

POLITICAL OFFICER FROM CENTRAL INDIA.

11. Mr. O. V. Bosanquet, C.S., Resident, Indore.

POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL IN RAJPUTANA.

12. Mr. H. V. Cobb, I.C.S., Resident, Western Rajputana States.

CONVENER OF THE COMMITTEE.

13. The Commissioner, Ajmer-Merwara.

ANNEXURE B.

List of the College Staff on the 2nd May 1908.

C. W. Waddington, Esq., M.A., C.I.E., *Principal*, on Furlough.
W. H. J. Wilkinson, Esq., B.A., I.C.S., *Officiating Principal.*
H. Sherring, Esq., *Vice-Principal.*
S. F. Madden, Esq., B.A., *1st English Assistant.*
C. C. H. Twiss, Esq., B.A., *2nd English Assistant.*
H. St. John Williams, Esq., B.A., *3rd English Assistant.*

INDIAN ASSISTANTS.

Lala Sangam Lal, M.A., LL.B.
Babu J. C. Sen, B.A.
Mr. Ghaffar Husain A. Saiyad, M.A., LL.B.
Mr. Lakshman Ganesh Sathe, M.A.
Munshi Gopi Nath, B.A.
Pandit Shiv Narayan.
Lala Har Bakhsh.
Bhai Uttam Singh, *Drawing Master.*

RELIGIOUS INSTRUCTOR.

Pandit Shiv Narayan (*Officiating*).

MEDICAL OFFICER.

Major P. J. Lumsden, I.M.S.

HOSPITAL ASSISTANT.

Babu Brindaban Candra Sur.

RIDING MASTER.

Dafadar Kishan Singh.

CRICKET COACH.

Mr. M. D. Bulsara.

ANNEXURE C.

Withdrawals during the year 1907-08.

No.	Names of Boys.	Ages.		States to which they belong.	Period of their stay at the College.	
		Years.	Months.		Years.	Months.
1	Rana Ranjit Singh of Barwani	18	4	Barwani, C. I.	3	6
2	Shrimant Setu Ramji of Dhar	19	6	Dhar, C. I.	3	4
3	H. H. Maharawal Bijai Singh of Dungarpur	19	9	Dungarpur	8	2
4	K. Takht Singh of Malsisar	17	1	Jaipur	3	4½
5	K. Gulab Singh of Bogera	19	7	Bikaner	3	10
6	K. Man Singh of Manadar	19	7	Sirohi	5	7½
7	H. H. Raja Arjun Singh of Narsingarh	20	3	Narsingarh	3	6
8	T. Bahadur Singh of Dudwa	20	10	Bikaner	3	10
9	T. Kesri Singh of Junia	20	6	Ajmer	8	7¼
10	Narayan Rao Bolia Sahib of Indore	18	1	Indore	2	9½
11	T. Madho Singh of Anaora	18	2	Alwar	6	6
12	T. Lal Singh of Prithisar	21	5	Bikaner	3	10
13	T. Bhopal Singh of Keru	Uncertain		Marwar	8	3¼
14	K. Ramnath Singh of Raghunathpura	18	4	Kishangarh	3	4
15	T. Padam Singh of Karwar	16	6	Kotah	2	5
16	Rao Jivraj Singh of Pugal	20	9	Bikaner	1	9½
17	S. Nazir-uddin of Baoni	13	10	Baoni	2	11
18	S. Sharif-uddin of Baoni	9	4	Baoni	..	4
19	Lal Jaikaran Singh of Bhatanwara	18	8	Nagod	1	8

ANNEXURE D.

Admissions during the year 1907-08.

No.	Names of Boys.	Names of Parents.	States from which they come.	Date of joining.	Ages at the time of joining.	
					Years.	Months.
1	Thakur Ranjit Singh	Thakur Magan Singh of Goela	Ajmer	2nd July 1907	10	..
2	Maharaj Balwant Singh	His Highness Maharawat Udai Singh, the late Maharawat of Partabgarh	Partabgarh	8th July 1907	18	..
3	Pandurang Bhagwant Rao Boradhe	Bhagwant Rao Boradhe of Indore	Indore	Ditto	18	..
4	Kanwar Lakshman Singh	Rao Udai Singh of Kushalgarh	Kushalgarh	26th July 1907	15	6
5	Kanwar Chatar Singh	Ditto ditto	Do.		9	8
6	Kanwar Ari Sal	Raj Bijai Singh of Kunadi	Kotah	2nd August 1907	7	..
7	Maharajkumar Rajendra Singh	His Highness Raj Rana Bhawani Singh of Jhalawar	Jhalawar	7th August 1907	7	..
8	Sahibzadah Sharif-uddin	S. Hamid-uddin of Baoni	Baoni	8th August 1907	9	..
9	Sahibzadah Muhammad Hayat Khan	Sahibzadah Hamid Khan of Tonk	Tonk	15th August 1907	14	..
10	Thakur Rawat Singh	Thakur Bhawani Singh of Ahore	Marwar	12th September 1907	11	..
11	Sahibzadah Iktafa-ullah Khan	Sahibzadah Ahsan-ullah Khan of Tonk	Tonk	24th September 1907	12	..
12	Sahibzadah Mustafid-ullah Khan	Ditto ditto	Do		13	..
13	Kanwar Fateh Singh	Thakur Amar Singh of Thakurda	Dungarpur	28th September 1907	18	..
14	Rajkumar Raghuraj Singh	His Highness Raja Jaswant Singh of Sailana	Sailana	23rd October 1907	15	..
15	Rajkumar Wishwanath Singh				9	..
16	Rajkumar Ramchandra Singh				7	..
17	Rajkumar Mandhata Singh				7	..
18	Thakur Bijai Singh	Thakur Bakhtawar Singh of Kotri	Jaisalmer	4th November 1907	14	..
19	Thakur Bhairon Singh of Bilun	Thakur Jagmal Singh of Bai	Bikaner	Ditto	10	..
20	Thakur Daulat Singh	Thakur Megh Singh of Kumbhana	Do.	Ditto	13	..
21	Kanwar Khuman Singh	Maharaj Bhopat Singh of Dhariawad	Mewar	Ditto	8	..
22	Kanwar Sawai Singh	Thakur Ranjit Singh of Pranhera	Ajmer	25th November 1907	9	..
23	Kanwar Zorawar Singh	Ditto ditto			12	..
24	Kanwar Hamir Singh	Thakur Durjan Singh of Daspan	Marwar	13th January 1908	9	1
25	Kanwar Balwant Singh	Ditto ditto			12	1
26	Kanwar Ranjit Singh	Thakur Moti Singh of Barmawal	Sailana	Ditto	7	..
27	Kanwar Sampat Singh	Thakur Sanwat Singh of Devli	Bharatpur	15th January 1908	14	..
28	Kanwar Girdhar Singh	Bakhshi Nirbhai Singh of Paneori	Do.		14	..
29	Sahibzadah Matin-ullah Khan	Sahibzadah Ahsan-ullah Khan of Tonk	Tonk	3rd February 1908	14	..
30	Kanwar Jai Singh	Thakur Sardul Singh of Jasana	Bikaner	17th February 1908	11	..
31	Thakur Onar Singh	Thakur Harnath Singh of Kacholia	Kishangarh	4th March 1908	13	..
32	Thakur Dalip Singh	Thakur Bairisal of Arain	Do.		11	..
33	Kanwar Suraj Singh	Thakur Amar Singh of That	Do.		12	..
34	Kanwar Ganga Singh	Thakur Govind Singh of Sanodia	Do.		11	..
35	Kanwar Kalyan Singh	Thakur Shiv Singh of Ralaota	Do.		10	..
36	Thakur Sanwat Singh	Thakur Bhairon Singh of Kotri	Do.		12	..
37	Thakur Debi Singh	Thakur Bairisal of Chosla	Do.		11	..
38	Raja Durga Narayan Singh	Raja Udit Narayan Singh of Tirwa	Tirwa, Furrukhabad	10th March 1908	11	..
39	Raja Mahendra Man Singh	Maharaja Mahendra Mahendra Singh	Bhadawar, Agra	12th March 1908	11	..
40	Thakur Indar Singh	Thakur Raghunath Singh of Sanodia	Kishangarh	Ditto	11	..
41	Maharaj Bhairon Singh	Thakur Shyam Singh of Gainta	Kotah	19th March 1908	13	..
42	Kanwar Hamid Ali Khan	Rao Yusaf Ali Khan of Mundawar	Alwar	3rd April 1908	11	..

ANNEXURE E.

List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.

Names.	Age on 30th April 1908.	How long resident in College.	Attendance from 1st July 1907, to 2nd May 1908.				Maximum, minimum and average age of class.
			Present.	Absent with leave.	Absent without leave.	Total.	
HIGHER DIPLOMA CLASS.—2nd Year.							
Maharajkumar Pirthi Singh of Banswara.	19-9	13-11½	157	105	..	262	
HIGHER DIPLOMA CLASS.—1st Year.							
Thakur Chandra Singh of Kanwari, Bikaner.	19-5	3-10	216	..	46	262	21-11 19-5
Sahibzadah Sardar Muhammad Khan of Soran, Tonk.	21-11	3-9	262	..	..	262	20-8
DIPLOMA CLASS.							
Kanwar Ram Singh of Narsingarh	17-8	4-6	234	15	13	262	
Thakur Bhanwar Singh of Sainthi, Bharatpur.	18-5	3-5½	262	..	..	262	
Kanwar Bhim Sen of Kunari, Kotah.	15-4	7-2½	253	9	..	262	20-11
His Highness Maharaja Tukoji Rao Holkar of Indore.	17-5	3-9½	237	25	..	262	15-4
Kanwar Sardar Singh of Kanota, Jaipur.	20-11	5-9	244	18	..	262	17-8
Rajkumar Dalip Singh of Sailana .	17-1	4-6½	249	13	..	262	
Nawab Mahbub Ali Beg of Hyderabad (Deccan).	16-9	3-9½	218	44	..	262	
SECOND CLASS.							
Rao Rai Singh of Garhi, Banswara	20-5	2-2½	211	29	22	262	Special case.
Sardar Anand Rao Bhao Sahib Phalke of Gwalior.	16-4	3-½	255	7	..	262	
Kanwar Bhawani Singh of Kotra, Sailana.	15-0	4-6½	..	262	..	262	
Sardar Zaka Ullah Khan of Muraria, Tonk.	18-3	7-6½	257	..	5	262	
Kanwar Sukh Singh of Pokaran, Marwar.	16-8	2-3½	262	..	..	262	
Kanwar Debi Singh of Pipla, Jaipur.	18-1	4-4⅔	245	17	..	262	18-10 15-0
Kanwar Kamal Singh of Devli, Bharatpur.	16-9	4-3½	262	..	..	262	17-5
Thakur Bahadur Singh of Khera, Alwar.	17-7	7-6	224	38	..	262	
Kanwar Narayan Singh of Gadoli, Bharatpur.	18-8	4-3½	262	..	..	262	
Maharaj Balwant Singh of Partabgarh.	18-10	0-10	255	..	..	255	
Kanwar Fateh Singh of Garhi, Banswara.	18-8	0-7	167	4	..	171	
THIRD CLASS.							
Thakur Bharat Singh of Multhan, Dhar.	14-3	4-6½	249	13	..	262	
Raja Udaibhan Singh of Dholpur	15-2	4-6½	254	8	..	262	
Kanwar Hira Singh of Panna .	17-5	4-10	262	..	..	262	
Raja Jai Singh of Khetri, Jaipur	15-10	3-9⅔	262	..	..	262	
His Highness Maharaja Yadvendra Singh of Panna.	14-3	4-10	262	..	..	262	

List of boys arranged according to classes, age, length of residence and attendance. maximum, minimum and average age of classes—continued.

Names.	Age on 30th April 1908.	How long resident in College.	Attendance from 1st July 1907 to 2nd May 1908.				Maximum, minimum and average age of class.
			Present.	Absent with leave.	Absent without leave.	Total.	
THIRD CLASS—*continued.*							
Lal Balbir Singh of Bhatanwara, Nagod.	21–5	1–9¾	255	7	..	262	Special case.
Thakur Narayan Singh of Rajpur, Alwar.	17–4	4–4⅛	225	37	..	262	
Lal Sabhraj Singh of Akauna, Nagod.	20–2	1–9¾	262	..	..	262	Special case.
Kanwar Jaswant Singh of Pipla, Jaipur.	19–1	4–4⅜	234	28	..	262	19–1
Kanwar Pratap Bikram Shah of Khairigarh (Oudh).	13–6	2–1¾	236	24	2	262	13–6
Sardar Narayan Singh of Dholpur	15–6	4–6½	254	8	..	262	
Kanwar Akhairaj Singh of Gainta, Kotah.	16–2	2–9⅜	262	..	..	262	15–11
Lal Raghuraj Singh of Kachloha, Nagod.	19–6	1–9¾	261	1	..	262	Special cases.
Lal Sahib Bhargvendra Singh of Nagod.	22–1	1–9¾	212	50	..	262	
Maharaj Jagmal Singh of Khilerian, Bikaner.	16–0	2– 0	239	23	..	262	
FOURTH CLASS.							
Kanwar Shambhu Singh of Barli, Ajmer.	19–5	6–5½	245	15	2	262	
Maharaj Ajit Singh of Chhapole, Kotah.	19–4	1–9½	239	22	1	262	Special case.
Rao Pratipal Singh of Simaria, Panna.	13–10	4–9	262	..	..	262	
Kanwar Macho Singh of Sankhwai, Marwar.	14–2	4–3¾	262	..	..	262	
Thakur Kushal Singh of Gijgarh, Jaipur.	15–2	3–3½	262	..	..	262	
Kanwar Kesri Singh of Kanota, Jaipur.	15–3	2–5½	245	17	..	262	
Thakur Narayan Singh of Sankotra Jaipur.	17–1	4–4¾	239	23	..	262	
Kanwar Khuman Singh of Lasani, Mewar.	17–5	2–3½	122	140	..	262	
Thakur Abhai Singh of Padiv, Sirohi.	14–4	6–4	235	27	..	262	19–5
Thakur Dalpat Singh of Rohet, Marwar.	16–10	3–9⅜	262	..	..	262	13–10
Thakur Nahar Singh of Junia, Ajmer.	17–5	8–9	256	6	..	262	16–1
Thakur Shivdan Singh of Garhsisar, Bikaner.	14–9	2–10	262	..	..	262	
Bhanwar Ramnath Singh of Tatarpur, Alwar.	18–10	4–4⅛	253	9	..	262	
Kanwar Rewat Singh of Salpur, Alwar.	18–8	4–8	253	9	..	262	
Kanwar Kalyan Singh of Jaoli, Alwar.	15–6	1–8½	251	11	..	262	
Kanwar Dalpat Singh of Kunadi, Kotah.	13–9	2–10	253	9	..	262	
FIFTH CLASS.							
Thakur Govind Singh of Naraina, Kishangarh.	18–1	5–5¾	236	24	2	262	
Rajkumar Madho Singh of Nimrana, Alwar.	13–3	4–1½	237	25	..	262	18–5
Kanwar Onkar Singh of Bagsuri, Ajmer.	11–8	4–6	244	18	..	262	11–8
Dewan Raghvendra Singh of Panna.	11–8	3–10	262	..	..	262	14–10
Thakur Jagmal Singh of Sarana, Ajmer.	18–5	3–3	255	7	..	262	
Sahibzadah Sahib-i-Alam of Baoni	14–6	2–6½	248	5	9	262	

List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum, and average age of classes —continued.

Names.	Age on 30th April 1908.	How long resident in College.	Attendance from 1st July 1907 to 2nd May 1908.				Maximum, minimum and average age of class.
			Present.	Absent with leave.	Absent without leave.	Total.	
FIFTH CLASS—*continued.*							
Thakur Bishan Singh of Bisau, Jaipur.	16-2	3-½	243	19	..	262	
Kanwar Ramchandra Singh of Bachamdi, Bharatpur.	16-8	3-5½	262	..	..	262	
Sahibzadah Muhammad Amir Khan of Shob, Tonk.	16-4	5-2	234	28	..	262	
Raja Sardul Singh of Bhinai, Ajmer.	17-1	3-10	260	2	..	262	
Kanwar Dashrath Singh of Barwani.	14-6	3-8	255	7	..	262	
Rawat Man Singh of Rawatsar, Bikaner.	14-9	2-10	258	..	4	262	
Maharaj Madho Singh of Bhindar, Mewar.	14-8	2-8	228	34	..	262	
Kanwar Karan Singh of Srichandpura, Alwar.	13-10	1-5	253	9	..	262	See page 18.
Kanwar Sultan Singh of Salpur, Alwar.	15-6	4-6½	253	9	..	262	
Kanwar Pirthi Singh of Bera, Marwar.	12-10	3-10	262	..	..	262	
Kanwar Banspradip Singh of Sawar, Ajmer.	15-3	3-0	262	..	..	262	
Kanwar Bijai Singh of Nizamnagar, Alwar.	13-3	4-4⅓	236	26	..	262	
Kanwar Chiman Singh of Daspan, Marwar.	14-5	1-10	262	..	..	262	
Kanwar Sangram Singh of Pit, Dungarpur.	15-10	4-6½	261	1	..	262	
Kanwar Mangal Singh of Piploda, Central India.	14-7	1-9⅓	259	3	..	262	
Kanwar Surajbhan Singh of Deolia, Ajmer.	14-0	1-8⅓	253	9	..	262	
Pandurang Bhagwant Rao Boradhe of Indore.	18-10	0-10	232	23	..	255	Special case.
Rajkumar Raghuraj Singh of Sailana.	15-7	0-7½	157	13	..	170	
SIXTH CLASS.							
Raj Rana Man Singh of Dilwara, Mewar.	15-8	4-9½	234	27	1	262	
Kanwar Daulat Singh of Kunadi, Kotah.	12-7	1-10	253	9	..	262	
Kanwar Himmat Singh of Kunadi, Kotah.	11-7	1-10	253	9	..	262	
Kanwar Ganpat Singh of Kharwa, Ajmer.	12-8	2-3	243	2	17	262	
Kanwar Bhan Singh of Sankhu, Bikaner.	15-6	1-6	262	..	..	262	
Rawat Bijai Singh of Deogarh, Mewar.	14-4	2-8	246	16	..	262	
Thakur Udai Singh of Kerot, Ajmer.	14-6	3-10	257	5	..	262	18-8
Kanwar Shivnath Singh of Jaitgarh, Bundi.	14-8	2-9	255	..	7	262	11-3
Rao Nahar Singh of Bedla, Mewar	12-8	1-10	247	14	1	262	14-4
Thakur Tej Singh of Pansal, Mewar.	12-1	2-8	227	34	1	262	
Thakur Nathu Singh of Kalera Bogla, Ajmer.	12-4	3-10	262	..	..	262	
Kanwar Narayan Singh of Saleta, Alwar.	14-2	2-8¾	253	9	..	262	
Kanwar Bairisal of Kanota, Jaipur	17-5	2-5⅓	246	16	..	262	
Sahibzadah Fakhr-e-Alam of Baoni	16-3	3-3½	249	4	9	262	
Thakur Balwant Singh of Kurki, Marwar.	18-8	2-9½	151	..	111	262	
Kanwar Krishna Singh of Jaoli, Alwar.	12-7	1-8½	251	11	..	262	

List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes—continued.

Names.	Age on 30th April 1908.	How long resident in College.	Attendance from 1st July 1907 to 2nd May 1908.				Maximum, minimum and average age of class.
			Present.	Absent with leave.	Absent without leave.	Total.	
SIXTH CLASS—*continued.*							
Kanwar Kishan Singh of Lasani, Mewar.	15-9	2-3½	123	139	..	262	
Sahibzadah Badr-e-Alam of Baoni	15-3	3-3½	248	5	9	262	
Sahibzadah Mushtaqul Hasan of Baoni.	13-2	3-3½	248	5	9	262	
Thakur Ranjit Singh of Gamra, Dungarpur.	17-5	1-9	262	..	..	262	
Kanwar Ranchhor Das of Pisangan, Ajmer.	16-11	1-9	206	56	..	262	*See page 19.*
Kanwar Girdhar Singh of Bharatpur.	14-3	0-3½	109	..	..	109	
Kanwar Jai Singh of Jasana, Bikaner.	11-3	0-2½	76	..	..	76	
Thakur Onar Singh of Kacholia, Kishangarh.	13-2	0-2	60	..	..	60	
SEVENTH CLASS.							
Kanwar Ramnath Singh of Jaitgarh, Bundi.	12-5	2-9	255	..	7	262	
Kanwar Bijai Singh of Thakurda, Dungarpur.	15-4	3-10	261	..	1	262	
Thakur Govind Singh of Jharol, Kishangarh.	13-3	3-9⅔	244	14	4	262	
Thakur Gopal Singh of Kathoda, Kishangarh.	13-9	2-3⅓	245	..	17	262	
Maharaj Yagnarayan Singh of Karkeri, Kishangarh.	12-3	2-5½	260	2	..	262	
Kanwar Bijai Singh of Kishangarh	11-3	2-3½	262	..	..	262	
Kanwar Ganga Singh of Pokaran, Marwar.	12-3	1-10	262	..	..	262	
Rao Rirhmal Singh of Chitalwana, Marwar.	13-0	2-7½	241	21	..	262	
Thakur Bijai Singh of Masuda, Ajmer.	10-6	3-0	262	..	..	262	
Kanwar Jasraj Pal of Karauli .	11-8	3-5⅓	254	..	8	262	
Kanwar Raghunath Singh of Jajli, Partabgarh.	14-5	1-5½	249	7	6	262	
Kanwar Umed Singh of Para, Alwar.	14-6	2-3⅓	251	11	..	262	6—3
Kanwar Madan Singh of Banswara	11-0	2-¾	251	11	..	262	
Kanwar Jai Singh of Meja, Mewar	12-11	1-10	225	36	1	262	10—0
Kanwar Chatar Singh of Banswara	10-0	2-¾	249	13	..	262	
Kanwar Gulab Singh of Banswara	11-1	1-10	240	22	..	262	12—9
Rajkumar Umrao Singh of Nimrana, Alwar.	11-4	1-10	237	25	..	262	
Kanwar Lal Singh of Banswara .	11-0	2-¾	248	14	..	262	
Maharaj Bhim Singh of Bamulia, Kotah.	12-11	1-8	252	10	..	262	
Kanwar Kalyan Singh of Manoharpur, Jaipur.	11-6	1-6	254	8	..	262	
Sahibzadah Iktafa Ullah Khan of Tonk.	12-8	0-7⅕	173	4	..	177	
Sahibzadah Mustafid Ullah Khan of Tonk.	13-8	0-7⅕	173	4	..	177	
Thakur Bijai Singh of Kotri, Jaisalmer.	14-6	0-6	151	..	..	151	
Kanwar Lachman Singh of Kushalgarh.	16-3	0-11⅛	235	2	..	237	
Kanwar Sampat Singh of Devli, Bharatpur.	14-3	0-4½	109	..	..	109	
Sahibzadah Matin Ullah Khan of Tonk.	14-3	0-3	90	..	..	90	
Thakur Bhairon Singh of Gainta, Kotah.	13-7	0-1⅛	45	..	..	45	

List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes—concluded.

Names.	Age on 30th April 1908.	How long resident in College.	Attendance from 1st July 1907 to 2nd May 1908.				Maximum, minimum and average age of class.
			Present.	Absent with leave.	Absent without leave.	Total.	
EIGHTH CLASS.							
Foujdar Kaim Singh of Bharatpur	9-4	1-7⅔	262	..	..	262	
Kanwar Umrao Singh of Para, Alwar.	12-9	2-3⅓	254	8	..	262	
Kanwar Bahadur Singh of Para, Alwar.	10-9	2-3⅓	140	122	..	262	
Thakur Jodh Singh of Bhindar, Mewar.	13-4	2-3½	229	32	1	262	
His Highness Maharaja Kishan Singh of Bharatpur.	8-6	1-8	199	63	...	262	
Maharaj Abhai Singh of Surpur, Banswara.	10-1	1-6	251	11	..	262	
Kanwar Ram Singh of Alsisar, Jaipur.	11-5	1-5¼	254	8	..	262	
Thakur Udai Singh of Tahnal, Shahpura.	14-9	1-3¼	252	9	1	262	
Thakur Saman Singh of Bishnia, Shahpura.	15-4	1-3¼	242	9	11	262	
Kanwar Kishor Singh of Banswara	8-4	1-2¼	248	14	..	262	
Maharaj Sawai Singh of Banswara	8-6	1-2¼	248	14	..	262	
Thakur Ranjit Singh of Goela, Ajmer.	10-10	0-10	260	..	1	261	
Kanwar Chatar Singh of Kushalgarh.	10-5	0-9	235	2	..	237	
Kanwar Arisal of Kunadi, Kotah	8-5	0-9	222	8	..	230	
Maharaj Kumar Rajendra Singh of Jhalawar.	7-9	0-9	212	13	..	225	
Sahibzadah Muhammad Hayat Khan of Tonk.	14-8	0-8½	212	4	1	217	
Thakur Rawat Singh of Ahore, Marwar.	11-8	0-7½	142	43	3	188	
Kanwar Wishwanath Singh of Semlia, Sailana.	9-7	0-6¼	143	20	..	163	
Rajkumar Ramchandra Singh of Sailana.	8-2	0-6¼	151	12	..	163	15—4
Rajkumar Mandhata Singh of Sailana. [Bikaner.	8-4	0-6¼	151	12	..	163	7—9
Thakur Bhairon Singh of Bilun,	10-6	0-6	151	..	..	151	10—9
Kanwar Khuman Singh of Dhariawad, Mewar.	8-6	0-6	135	12	..	147	
Thakur Daulat Singh of Kumbhana, Bikaner.	13-6	0-6	151	..	..	151	
Kanwar Zorawar Singh of Pranhera, Ajmer.	9-6	0-5	127	3	..	130	
Kanwar Sawai Singh of Pranhera, Ajmer. [Marwar.	12-6	0-5	127	3	..	130	
Kanwar Hamir Singh of Daspan,	9-9	0-3½	111	..	..	111	
Kanwar Balwant Singh of Daspan, Marwar. [Sailana.	13-2	0-3½	111	..	..	111	
Kanwar Ranjit Singh of Barmaval,	8-1	0-3½	111	..	..	111	
Thakur Dalip Singh of Arain, Kishangarh.	11-2	0-2	60	..	..	60	
Kanwar Surat Singh of That, Kishangarh.	12-2	0-2	60	..	..	60	
Kanwar Ganga Singh of Sanodia Kishangarh.	11-2	0-2	60	..	..	60	
Kanwar Kalyan Singh of Ralaota, Kishangarh.	10-2	0-2	60	..	..	60	
Thakur Sanwat Singh of Kotri, Kishangarh.	12-2	0-2	60	..	..	60	
Thakur Debi Singh of Chosla, Kishangarh.	11-2	0-2	60	..	..	60	
Raja Durga Narayan Singh of Tirwa (U. P.).	11-8	0-1¾	53	..	..	53	
Raja Mahendra Man Singh of Bhadawar (U. P.).	11-2	0-1¾	51	..	..	51	
Thakur Indar Singh of Sanodia, Kishangarh.	11-1	0-1¾	51	..	..	51	
Kanwar Hamid Ali Khan of Mundawar, Alwar.	11-0	0-1	30	..	..	30	

ANNEXURE

Budget Estimate of the

Heads of Receipts.	Actuals for 1906-07.	Sanctioned Budget Estimate for 1907-08.	Revised Budget Estimate for 1907-08.	Budget Estimate for 1908-09.
	Rs.	Rs.	Rs.	Rs.
INTEREST—				
Interest on Government securities . . .	26,021	26,895	26,895	26,895
Interest on other Investments	..	..	1,350	8,000
EDUCATION—				
School Fees—				
Book, Play, and Medical Fund subscriptions .	7,500	7,000	7,500	8,000
MISCELLANEOUS—				
Contributions—				
(1) Contribution from Government—				
(1) Contribution in arrears . . .	..	..	49,000	..
(2) Annual contribution . . .	..	..	12,000	12,000
(3) Annual subsidy	..	..	43,018	43,018
(2) Annual contributions from Native States	5,322	4,730	3,134	4,730
Sale of fruits, grass, etc. (conservancy and garden produce).	1,075	800	800	800
Miscellaneous	161	100	100	100
TOTAL .	40,979	39,525	1,43,797	1,03,543
OPENING BALANCE .	6,528	6,108	7,025	52,285
GRAND TOTAL .	47,507	45,633	1,50,822	1,55,828

F.

Mayo College Fund for the year 1908-09.

Heads of Expenditure.	Actuals for 1906-07.	Sanctioned Budget Estimate for 1907-08.	Revised Budget Estimate for 1907-08.	Budget Estimate for 1908-09.
	Rs.	Rs.	Rs.	Rs.
GENERAL ADMINISTRATION—				
Establishment engaged in general management and accounts—				
(1) Clerks	1,560	1,560	1,560	1,560
Contributions towards Establishment in Government Offices—				
(1) Local Funds clerk in the Ajmer Treasury	64	70	70	70
(2) Establishment engaged in the office of the Comptroller, India Treasuries.	278	300	300	300
POLICE—				
Executive Force	455	455	618	632
EDUCATION—				
Colleges and Schools—				
(1) European Teaching Staff	..	..	43,750	46,220
(2) Indian Assistant Masters	16,779	20,230	18,040	18,740
(3) Shastri	497	780	..	1,000
(4) Cricket Coach	1,080	1,080	1,080	1,080
(5) Drill Masters	660	660	660	660
(6) Book and Play Establishment	1,339	1,330	1,330	1,330
(7) Purchase and repairs of furniture	83	100	1,755	1,200
(8) Book, Play, and Medical Stores	6,275	6,000	6,000	7,000
(9) Library	466	500	500	500
Scholarships and Prizes—				
Prizes	768	900	1,500	1,500
MEDICAL (PROFESSIONAL ESTABLISHMENT)—				
(1) Allowance to Medical Officer	600	600	600	600
(2) Pay of Hospital Assistant	660	660	660	660
(3) Local allowance to Hospital Assistant	300	300	300	300
(4) Pension contribution	132	130	117	110
(5) Dresser	72	70	70	70
MINOR DEPARTMENT—				
(1) Garden establishment	1,321	1,300	1,300	1,390
(2) Garden contingencies	648	550	550	550
(3) Conservancy establishment	798	780	780	780
(4) Conservancy contingencies	436	450	150	450
(5) Water rate	1,462	1,200	1,400	1,400
MISCELLANEOUS—				
Petty establishment (servants)	1,783	1,790	1,790	1,880
Stationery	266	300	300	300
Miscellaneous	1,700	1,700	2,100	2,000
PUBLIC WORKS—				
Original Works—				
(1) Buildings—				
(a) House for the 1st English Assistant Master.	..	..	8,497	5,800
(b) Kitchen and latrines for the Pavilion and Guest House.	..	..	1,886	..
(c) 2nd Assistant Master's House	..	..	..	10,000
(2) Roads—				
Roads and paths in the College Park	..	..	645	..
Maintenance and Repairs—				
Buildings—				
Repairs to Racquet Court	..	..	229	..
TOTAL	40,482	43,795	98,537	1,08,082
CLOSING BALANCE	7,025	1,838	52,285	47,746
GRAND TOTAL	47,507	45,633	1,50,822	1,55,828

MAYO COLLEGE, AJMER.

Details of establishment for 1908-09.

GENERAL ADMINISTRATION—

Establishment engaged in general management and accounts—

Clerks—

	Rs. A. P.	Rs. A. P.
Head Clerk	100 0 0	
2nd Clerk	30 0 0	
	130 0 0×12=	1,560 0 0

Contributions towards Establishment in Government Offices—

	Rs. A. P.	
(*a*) Local Funds clerk in the Ajmer Treasury, pay	5 0 0	
Pension and leave contribution	0 13 4	
	5 13 4×12	70 0 0
(*b*) Establishment engaged in the office of the Comptroller, India Treasuries		300 0 0

POLICE—

Executive Force—

	Rs. A. P.	
1 Head Constable	15 0 0	
1 Constable	10 0 0	
1 Constable	9 0 0	
1 Constable	8 0 0	
Contingent charges	4 3 2	
Superannuation charges	3 8 0	
Clothing allowance	3 0 0	
	52 11 2×12=	632 6 0

EDUCATION—

Colleges and Schools—

(1) European Teaching Staff—

Principal—

		Rs. A. P.		
March 1908 to October 1908	1,300×8=	10,400 0 0		
1st to 14th November 1908	@ 1,300 =	606 10 8		
15th to 30th November 1908	@ 1,500 =	800 0 0		
December 1908 to February 1909	1,500×3=	4,500 0 0	16,306 10 8	

Vice-Principal—

		Rs. A. P.		
March 1908 to June 1908	950×4=	3,800 0 0		
July 1908 to February 1909	1,000×8=	8,000 0 0	11,800 0 0	

English Assistant Masters—

1st Assistant Master—

		Rs. A. P.		
March to September 1908	650×7=	4,550 0 0		
1st to 7th October 1908	@ 650 =	146 12 4		
8th to 31st October 1908	@ 700 =	541 15 0		
November 1908 to February 1909	700×4=	2,800 0 0		

2nd Assistant Master—

		Rs. A. P.		
March 1908 to November 1908	600×9=	5,400 0 0		
December 1908 to February 1908	650×3=	1,950 0 0	15,388 11 4	
		TOTAL Rs.	43,495 6 0	
		Exchange Compensation Allowance	2,718 7 0	
		GRAND TOTAL	46,213 13 0	46,213 13 0

Details of establishment for 1908-09—continued.

| | | |

ANNEXURE

Statement showing the Income and Expenditure

Receipts.	Estimated Receipts, 1907-08.	Actual Receipts, 1907-08.
	Rs. A. P.	Rs. A. P.
Interest on Government Securities	26,895 0 0	26,895 1 8
Interest on other Investments	1,350 0 0	1,349 2 3
TOTAL	28,245 0 0	28,244 3 11
Contributions from Native States and Private Persons.		
From Udaipur	1,187 13 9	1,187 13 9
„ Jaipur	1,484 13 3	....
„ Bikaner	593 15 0	593 15 0
„ Bharatpur	....	*593 15 0
„ Karauli	178 3 0	178 3 0
„ Alwar	415 12 0	415 12 0
„ Tonk	59 6 3	59 6 3
„ Sirohi	59 6 3	59 6 3
„ Partabgarh	118 12 6	118 12 6
„ Jaisalmer	36 0 0	36 0 0
Book, Play and Medical Fund subscriptions	7,500 0 0	7,000 0 0
Contribution from Government.		
Contribution in arrears	49,000 0 0	49,000 0 0
Annual Contribution	12,000 0 0	11,000 0 0
Annual Subsidy	43,018 0 0	43,018 0 0
TOTAL	1,15,652 2 0	1,13,261 3 9
Miscellaneous.		
Conservancy and Garden Produce	800 0 0	976 12 1
Other Receipts	100 0 0	90 0 11
TOTAL	900 0 0	1,066 13 0
TOTAL RECEIPTS	1,44,797 2 0	1,42,572 4 8
OPENING BALANCE	7,025 0 0	7,025 1 9
GRAND TOTAL	1,51,822 2 0	1,49,597 6 5

* Contribution for 1908-09 has been received in advance.

G.

of the Mayo College Fund for the year 1907-08.

Expenditure.	Estimated Expenditure, 1907-08.	Actual Expenditure, 1907-08.
Establishment.	Rs. A. P.	Rs. A. P.
Clerks	1,560 0 0	1,560 0 0
Local Funds Clerk in the Ajmer Treasury	70 0 0	70 0 0
Establishment engaged in the office of Comptroller, India Treasuries, for audit of accounts	300 0 0	299 0 0
Police Guard	618 0 0	617 8 10
European Teaching Staff	43,750 0 0	43,721 15 1
Indian Assistant Masters	18,040 0 0	18,035 0 0
Cricket Coach	1,080 0 0	1,080 0 0
Drill Masters	660 0 0	660 0 0
Book and Play Establishment	1,330 0 0	1,307 11 10
Allowance to Medical Officer	600 0 0	600 0 0
Medical Establishment	1,147 0 0	1,149 5 4
Garden Establishment	1,300 0 0	1,287 6 3
Conservancy Establishment	780 0 0	769 15 4
Servants	1,790 0 0	1,698 0 0
TOTAL	73,025 0 0	72,855 14 8
Contingencies.		
Purchase and repairs of furniture	1,755 0 0	1,710 3 0
Book, Play and Medical Stores	6,000 0 0	5,963 12 3
Library	500 0 0	256 5 1
Prizes	1,500 0 0	1,489 5 6
Garden Contingencies	550 0 0	322 8 2
Conservancy Contingencies	150 0 0	142 4 0
Water-rate	1,400 0 0	1,232 6 0
Stationery	300 0 0	293 1 9
Miscellaneous	2,100 0 0	2,103 12 5
House for the English Assistant Master	8,497 0 0	5,410 2 0
Kitchen and Latrines for the Pavilion and Guest House	1,886 0 0	1,514 10 10
Roads and Paths in the College Park	645 0 0	623 7 11
Repairs to Racquet Court	229 0 0	228 6 0
TOTAL	25,512 0 0	21,290 4 11
TOTAL EXPENDITURE	98,537 0 0	94,146 3 7
CLOSING BALANCE	53,285 2 0	*55,451 2 10
GRAND TOTAL	1,51,822 2 0	1,49,597 6 5

	Rs.	A.	P.
* In the Ajmer Treasury	6,451	2	10
In the Alliance Bank of Simla, Limited	49,000	0	0
	55,451	2	10

ANNEXURE H.

Schedule of work done during 1907-08.

POST DIPLOMA CLASS.

CLASS.	SUBJECTS.		
	English.	History.	Administration.
Post Diploma Class, 1st year.	TEXT BOOKS :— *Shakespeare* :—Macbeth. *Scott* :—Ivanhoe. Selections from the Golden Treasury of Songs and Lyrics. First Series. *Blackie* :—Self-Culture—completed and revised	Early History of India by V. A. Smith. Medieval India by Lane Poole.	Notes on Famine Administration . The whole. Notes on State Accounts . . The whole. REVENUE PAPERS :— (1) Patwari Regulation, 1895 . (2) Revenue Rules . . (3) Patwari Rules with Hidayatnama Patwarian. SETTLEMENT :— (1) Assessment of the Land Revenue . . . (2) The Settlement Record . (3) Continuance of Assessment. (4) The Record of Rights . (5) Collection of Land Revenue } The whole Surveying :—Theoretical and Practical. Law :—* Notes on the Indian Penal Code, † Criminal Procedure Code, and ‡ Civil Procedure Code. * Notes on the whole. † Notes on section 250. ‡ Sections 1 to 253.
Post Diploma Class, 2nd year.	TEXT BOOKS :— *Shakespeare* :—Macbeth. *Scott* :—Ivanhoe. Selections from the Golden Treasury of Songs and Lyrics. First Series. *Blackie* :—Self-Culture—completed and revised.	British Dominion in India by Lyall. Protected Princes of India by Lee Warner.—Chap. 1 to 5.	Famine Code. Notes on Famine Administration. Notes on State Accounts. REVENUE PAPERS :— (1) Regulation II of 1877. (2) Patwari Regulation, 1895. (3) Act I of 1894. (4) Act XII of 1881. (5) Act XIX of 1883. (6) Revenue Rules. (7) Patwari Rules with Hidayatnama Patwarian. (8) Taccavi Rules. IRRIGATION :— (1) Protection Works in Central India by H. Marsh, C.I.E. (2) Regulation VIII of 1887. (3) Irrigation Rules. SETTLEMENT :— As in the 1st year, with practical demonstrations. Rules for the maintenance of traverse survey and boundary marks. Surveying :—Theoretical and Practical (continued). The whole. Law :—The *Indian Penal Code, † Civil Procedure Code, † Limitation Act. * Notes on the whole. † The whole.

Schedule of work done during 1907-08—continued.

CLASS I.

CLASS.	COMPULSORY SUBJECTS.					OPTIONAL SUBJECTS.	
	English.	History and Geography.	Mathematics.	Vernaculars (one to be taken).	Drawing.	Science or Second Language (one to be taken).	(A) Law, Political Economy, Land Revenue and Land Records; or (B) Advanced Mathematics.
First Class (Diploma Class).	TEXT BOOKS— Scott: Marmion (omitting Introductions). (Read critically.) To end of Canto V, Stanza VI. Letters from a Mahratta Camp. The first 6 Letters. Treasure Island.—The whole. ——— *Readings* from Newspapers and Magazines. (*Composition* (including Grammar), *Essay and Letter Writing.* *Translation and Retranslation.* *Reading* (from Texts) *Recitation.* Marmion—Canto I, Stanzas I to XXI inclusive.	HISTORY— (*a*) *English*—Cyril Ransome's Elementary History of England—The whole. (*b*) *Indian*—Marsden's History of India.—The whole. GEOGRAPHY— Wood's Geography for Indian Schools. India, British Isles, Australia, Canada, South Africa, Egypt, & West Africa. *Map* to be drawn—India.	ARITHMETIC— Pendlebury & Tait, Chapters I to XI, and Square Root. Omitting Chapters XXI.—XXIV, XXXI & XXXIII—XXXVIII Chapter XL in part only.	(*a*) URDU.—Entrance Course of the Punjab University—Pages 1—253 and 351—376. INSHAI URDU SHIKASTA.—The whole. (*b*) HINDI—Ayodhya Kand, one-third (omitting Kshepak). Pages 1—25. Nitisudha Tarangini, pp. 1—41. Patra Malika, Part II, pp. 34 to end. *Reading*—(Books and manuscripts). *Composition and Grammar,* *Translation and Retranslation.*	....	SCIENCE— *Physics*—Balfour Stewart's Primer.—The whole. *Chemistry*—Roscoe's Primer.—The whole. (Supplemented by Lectures.) Also practical knowledge of all the instruments and processes described—Preparation of CO_2; H; O. and the amount of Nitrogen in air. SANSKRIT— Sanskrit Shiksha.—The whole. *Grammar*—Dr. Bhandarkar's Book I.—The whole. Rajkrishna Banerji's Grammar, pp. 38—95 and 130—198. PERSIAN— Amjad Ali's selections— Pages 1 to 46—Bostan جدال Pages 1 to 46—(Gulistan omitting سعدی) Pages 1 to 16—Baharistan. Pages 1 to 12—Nama-e-Khusrawan. *Grammar*—Miftah-ul-Qawaid—The whole.	(A) (1) *Law*—Whitworth's Law Lectures. *Lectures* on Hindu and Muhammadan Law, and Elements of Jurisprudence; and Indian Political Law and Administration. Hindu Law—6 Lectures. Muhammadan Law—5 Lectures. (2) *Political Economy*—Mrs. Fawcett's Political Economy (supplemented and modified by Lectures)—The whole. (3) *Surveying*—Theoretical and Practical, by means of Lectures. Notes on Revenue Papers. (B) ADVANCED MATHEMATICS— (1) *Euclid*—Books I—II. *Geometry*—Godfrey and Siddons—Book III, Sections I—VII. (2) *Algebra*—Baker and Bourne—Chapters I—XXV (omitting XXIV) and XXIX, only very Simple Graphs.

Schedule of work done during 1907-08—continued.

CLASSES II—IV.

CLASS.	COMPULSORY SUBJECTS.					OPTIONAL SUBJECTS.	
	English.	History and Geography.	Mathematics.	Vernaculars (one to be taken).	Drawing.	Science or Second Language (One to be taken.)	(A) Law, Political Economy, Land Revenue and Land Records; or (B) Advanced Mathematics.
Second Class	TEXT BOOKS— From the Land of Princes (Selections). Adventures of Pirthi Raj; 2nd & 3rd Sack of Chitor; Battle of Ruldighat. King Solomon's Mines—The whole. Selections from Laureata—Seven Ages of Man; Mercy; Abou Ben Adhem; Incident in the French Camp; Ode on Solitude. *Readings* from Newspapers and Magazines. *Composition and Grammar.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY— (a) *English*—Cyril Ransome's Elementary History of England, pp. 91—178. Books VI and VII. (b) *Indian*—Marsden's History of India, pp. 86 to end. GEOGRAPHY— Wood's Geography for Indian Schools—India, Canada, and Russia, pp. 37—88. *Map* to be drawn—India.	ARITHMETIC— Pendlebury and Tait, Chapters I to XXXII, and Square Root. GEOMETRY— Godfrey and Siddons, pp. 1—26 & 63—131.	(a) URDU—Entrance Course of the Punjab University, pp. 102—213. *Grammar*—General Inshai Urdu Shikasta, 2nd half.—The whole. (b) HINDI—Bhashasar Sangrah, Part II, pp. 1 to 95 and 124—138. *Grammar*—General. Pata Malika, Part II, pp. 18—33.	(a) FREEHAND—Royal Drawing Books, First Grade, No. VI. (b) MODEL DRAWING—From set Models (simple), in pencil.	SCIENCE— Elementary Physics and Chemistry—by Gregory and Simmons Stage III, complete. PERSIAN— Amjad Ali's Selections, 2nd half. Baharistan; Ruqqat-i-Alam giri; Tuzak-e-Jehangiri; Hazin. *Grammar*—Miftah-ul-Qawaid, 2nd half.—Up to Infinitives.	(A) (1) *Law*—Whitworth's Law Lectures, pp. 1—20. (2) *Political Economy*—Mrs. Fawcett's Political Economy, pp. 89—197, with Lectures. (3) *Lectures on Book-keeping* (Inglis), Single Entry, complete. *Agriculture* (Mollison), 3 Lectures. (B) ADVANCED MATHEMATICS— (1) *Geometry*—Godfrey and Siddons, pp. 1—131, and Book II, complete. (2) *Algebra*—Baker and Bourne—Chapters I—XVIII. (Harder examples from Art. 105 and onwards are *not* done.)
Third Class	TEXT BOOKS— From the Land of Princes, pp. 1—181. Selections from Laureata—Boadicea; My Hearts in the High-lands; Slave's Dream; Village Blacksmith; Charge of the Light Brigade. *Composition and Grammar.* *Translation and Retranslation.* *Reading, Recitation and Conversation.*	HISTORY— (a) *English*—Cyril Ransome's Elementary History of England, pp. 1—90. (b) *Indian*—Marsden's History of India, pp. 1—124. GEOGRAPHY— Wood's Geography for Indian Schools—India, Egypt, South Africa, Canada. *Map* to be drawn—India.	ARITHMETIC— Pendlebury & Tait, Chapters I to XXX, and Square Root. GEOMETRY— Godfrey and Siddons, pp. 1—26 & 63—102.	(a) URDU—Entrance Course of the Punjab University, pp. 1—82. *Grammar*—General. Inshai Urdu Shikasta—1st half. (b) HINDI—Bhashasar Sangrah, Part I, pp. 1—91 and 149—159. *Grammar*—Vyakaran Sar.—The whole. Patra Malika, Part II, pp. 1—17.	(a) FREEHAND—Royal Drawing Books First Grade, No. V (b) MODEL DRAWING—From set Models Cubes, Rectangles, etc.	SCIENCE— Elementary Physics and Chemistry by Gregory and Simmons, Stage I, pp. 102 to end, & Stage II, pp. 1—92. SANSKRIT— Gadya Padya Sangrah, pp. 1—25. *Grammar*—Dr. Bhandarkar's 1st Book, pp. 1—60; Raj Krishna Banerji's Sanskrit Grammar, pp. 38—66 and 130—163. PERSIAN— Amjad Ali's Selections, 1st half, pp. 1—33, omitting. جدال سعدے— *Grammar*—Miftah-ul-Qawaid, 1st half, up to فعل	(A) (1) *Law*—Whitworth's Law Lectures, 10 Lectures. (2) *Political Economy*—Mrs. Fawcett's Political Economy—1st year Course. (3) *Lectures on Book-keeping* (Inglis), Single Entry, complete. *Agriculture* (Fuller's Primer) 7 Lectures. (B) ADVANCED MATHEMATICS— (1) *Geometry*—Godfrey and Siddons, pp. 1—102. (2) *Algebra*—Baker and Bourne, Chapters I—X, omitting VIII *b* and VIII *c* and Graphic work.

Fourth Class	TEXT BOOKS— Robinson Crusoe, pp. 58 to end. Selections from Laureata—My Hearts in the Highlands; Lochinwar; Verses by Cowper. *Composition.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY— *Indian*—Hunter's Brief History of India (Hindi), Part II, pp. 95 to end. GEOGRAPHY— Blochmann's—Asia, India, Europe, Africa, and North and South America. *Map* to be drawn—North America.	ARITHMETIC— (J. C. Chakravarti)—Unitary Method, Square Root and revision of work done in Classes V to VIII. GEOMETRY— Godfrey and Siddons (Geometrical Drawing), pp. 1—40.	(*a*) URDU—Tuzak-e-Urdu, pp. 1—70. *Grammar*—Part I.—The whole. Inshai Urdu Nastaliq, pp. 14 to 26. Kheti-ki-Tisri Kitab, 2nd half. (*b*) HINDI—Fifth Reader, pp. 1—80, and Selections from the Ramayan, pp. 116 and 117. *Grammar*—Vyakaran Sar—pp. 15 to end. Patra Malika, Part I. pp. 21 to end. Kheti-ki-Tisri Pustak, 2nd half.	(*a*) FREEHAND—Royal Drawing Books, First Grade, No. IV.	SCIENCE— Elementary Physics and Chemistry by Gregory and Simmons—Stage I, pp. 1—102. SANSKRIT— Chanakya Niti Sar Sangrah.—The whole. *Grammar*—Upakramanika—Pronouns, pp. 88—106, and Bhandarkar (Selections), pp. 1—25. PERSIAN— Gulzar Dabistan, 2nd half. *Grammar*—Miftah-ul-Qawaid, pp. 1—20.

Schedule of work done during 1907-08—concluded.

CLASSES V—VIII.

CLASS.	SUBJECTS.					
	English.	History and Geography.	Science.	Arithmetic.	Vernacular and Second Languages (one to be taken).	Drawing.
Fifth Class	Count Antonio— Chapters 1—5 omitting Chapter 3. Horatius—(Selections). *English Grammar*, pp. 1 to 29. *Composition.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY—Hunter's Brief History of India (Hindi), Part II, pp. 11—86. GEOGRAPHY—Asia, India, Africa, and Europe—(Blochmann's). *Map* to be drawn—Africa.	Paul Bert's Plants and Stones (Hindi).	Fractions of money, Decimals, and revision of work done in Classes VI—VIII.	PERSIAN—Gulzar Dabistan, pp. 1—13. URDU—Pakiza Khayalat, pp. 9—43; 64—31; 93—99. Grammar, Part I, 1st half. Inshai Urdu Nastaliq, 1st half. Kheti-ki-Tisri Kitab, 1st half. 7 Lessons. SANSKRIT—Upakramanika, pp. 24—36 & 121—123 (5½ Lessons). HINDI—4th Reader, pp. 1—90. Vyakaransar, pp. 1—14. Patra Malika, Part I, pp. 1—20. Kheti ki-Tisri Pustak, 1st half. 7 Lessons.	FREEHAND—Royal Drawing Books, First Grade, No. IV.
Sixth Class	Orient Reader No. III, to end of Elephant. Selections from Lyrical Poetry—Lord Ullin's Daughter; Casabianca; Honenlinden; Loss of the Royal George. *Composition.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.* *Copy-writing.*	GEOGRAPHY—Asia, India, and Africa—(Blochmann's). *Map* to be drawn—India.	Paul Bert's Animals, (Hindi), up to the end of Fishes, pp. 1—57.	L. C. M. & G. C. M. by Factors and otherwise, Fractions, with revision of work done in Classes VII and VIII.	URDU—Reader No. III (Punjab Series). Kheti-ki-Dusri Kitab. HINDI—3rd Reader, pp. 1 to 40 (42 Lessons). Kheti-ki-Dusri Pustak (Lessons 1—10).	FREEHAND—Royal Drawing Books, First Grade No. II.
Seventh Class	Orient Reader No. II, pp. 3—73 (omitting pages 60—71). Poetry—Selected pieces—Try, Try again; Morning Hymn; Evening Hymn; The Blind Boy; The Taree Rules. *Copy-writing.*	GEOGRAPHY—Asia & India—(Blochmann's).	Conversation Lessons.	Compound Rules, Indian and English money (no fractions of pennies) and Prime factors, with revision of work done in Class VIII.	URDU—Reader No. II (Punjab Series). Kheti-ki-Pahli Kitab. HINDI—2nd Reader. Kheti-ki-Pahli Pustak.	FREEHAND—Royal Drawing Books, First Grade, No. I.
Eighth Class	Æsop's Fables, Sec. A.—The whole. Orient Primer, Sec. C. { 5 boys to the end of p. 11 and 2 boys to the end of Lesson 3 Poetry—Selected pieces—Try, Try again. Fraser's 2nd Step in English. Sec. A:— Lessons 1, 2, 4, 5, 6, 9 & 10. Fraser's 1st Step in English, Sec. B:— A Dn. 30 Lessons. B „ 20 „ *Copy-writing.*	GEOGRAPHY—Definitions & General Geography of India (from the Map). Sec. A & B—The whole. Sec. C.— { 6 boys from Boundaries to Rivers. 10 boys from Boundaries to Mountains.	Conversation Lessons.	Notation, Numeration. The four simple rules including Division by 2 factors:— Section A—The whole. Sec. B.—Numeration up to hundred thousands, Simple Addition, Subtraction, Multiplication, and Short Division up to 9. Sec. C.—Simple Addition and Subtraction.	URDU—Qaida (Punjab Series) 4 boys. Reader No. I (Punjab Series), 2 boys. HINDI—Varna Shiksha.—The whole. 1st Reader.—The whole.	FREEHAND—Royal Drawing Books, First Grade, No. I.

Class Time-Table.

CLASS.	10—11	11—12	12—1	2—3	3—4
Post Diploma Class, 2nd year.	English Text—M. T. W. Th. S. Composition—F.	Revenue Law.	Law—M. T. F. Revenue Law—W. Th. S.	Survey—F. History—M. Th. S. Law—T. W.	Administration—M. F. Urdu and Hindi—T. W. Arithmetic—Th. S.
Post Diploma Class, 1st year.	English Text—M. T. W. Th. S. Composition—F.	History—M. Revenue Law—T. W. Th. S. Civil Law—F.	Law—M. T. F. Revenue Law—W. Th. S.	History—Th. Survey—F. Law—T. S. Administration—W. Arithmetic—M.	History—T. W. F. Administration—Th. Urdu and Hindi—M. Arithmetic—S.
Diploma Class .	Advd. Mathematics—Th. S. History and Geography—M. T. W. F. Hindu and Muhammadan Law—S. Revenue Law—Th.	English Text.	Compulsory Mathematics—M. T. W. S. Translation & Retranslation—Th. Urdu or Hindi—F.	Composition—S. Advd. Mathematics—M. T. W. Th. F. Hindu and Muhammadan Law—Th. Political Economy—T. W. Survey—F. Administration—M.	Persian and Sanskrit—T. W. Th. F. Urdu or Hindi—M. S. Science—T. W. Th. F.
II Class .	Persian and Sanskrit—M. T. W. F. Urdu or Hindi—Th. S. Science—M. T. W. F.	Compulsory Mathematics—M. T. W. F. S. Book-keeping—Th.	English Text.	Law and Political Economy—T. F. Translation and Retranslation—M. Agriculture—S. Drawing—W. Th. Advd. Mathematics—T. F. S.	History and Geography—M. T. W. Th. English Composition—F. S.
III Class .	English Text.	History and Geography—M. Th. F. S. Political Economy—W. Law—T. Advd. Mathematics—T. W.	Persian or Sanskrit—M. W. F. S. Urdu or Hindi—T. Th. Science—M. W. F. S.	Compulsory Mathematics—M. T. W. Th. S. Book-keeping—F.	Grammar and Composition—T. W. Agriculture—M. Translation and Retranslation—F. Advd. Mathematics—M. Drawing—Th. S.
IV Class .	English Composition—W. F. English Grammar and Translation—M. T. Drawing—Th. S.	English Text—T. W. Th. F. S. English Conversation—M.	Mathematics.	Science—T. W. Th. Persian & Sanskrit—T. W. Th. Urdu or Hindi—M. F. S.	History—T. W. S. Geography—M. Th. F.
V Class .	Hindi or Urdu.	Grammar and Composition—T. Th. F. S. Drawing—M. W.	English Text—M. T. W. F. Conversation—Th. S.	History & Geography—T. Th. F. S. Science—M. W.	Arithmetic.
VI Class .	Arithmetic.	English Text—M. T. W. F. English Conversation—Th. S.	English Grammar—T. Th. Drawing—M. W. English Composition and Translation—F S.	Science—T. Th. Geography—M. W. F. S.	Urdu or Hindi.
VII Class .	English Conversation—T. S. English Text—M. T. W. F.	Urdu or Hindi.	Geography—M. W. S. Drawing—T. Th.	Arithmetic.	Spelling, Dictation and Copy-writing.
VIII Class .	English Conversation—M. Th. English Text—T. W. F. S.	Arithmetic.	Drawing—F. S. Geography—M. T. W. Th.	Urdu or Hindi.	English Dictation—T. W. Th. S. English Copy-writing—M. F.

Statement showing the number of boys following the different courses.

Class.	Number of boys in class.	Science or Classical Languages.			Vernacular.		Law, Political Economy, Land Surveying and Agriculture, or Advanced Mathematics.	
		Science.	Classical Languages.		Hindi.	Urdu.	Law, Political Economy, Land Surveying and Agriculture.	Advanced Mathematics.
			Sanskrit.	Persian.				
Post Diploma Class, 2nd year	1*	..	..	..	..	..	1	..
Post Diploma Class, 1st year	2	..	..	..	..	..	2	..
Diploma Class	7	3	1	3	4	3	6	1
Class II	11	5	1	5	3	8	10	1
Class III	15	5	9	1	12	3	13	2
Class IV	16	10	5	1	12	4	..	..
Class V	24	..	..	..	17	7	..	..
Class VI	24	..	..	..	18	6	..	..
Class VII	27	..	..	..	21	6	..	..
Class VIII	38	..	..	..	33	5	..	..
Total	165	23	16	10	120	42	32	4

* Note.—The boy was absent owing to illness for the greater part of the year.

ANNEXURE I.

Examination papers.

Diploma Class, 1908.

(*See Appendix.*)

ANNEXURE J.

Curriculum for 1908-09.

POST DIPLOMA CLASS.

CLASS.	SUBJECTS.		
	English.	History.	Administration.
Post Diploma Class, 1st year.	TEXT BOOKS :— *Shakespeare* :—Hamlet. Mason's Four Feathers. Selections from the Golden Treasury of Songs and Lyrics. First Series. Bernier's Travels.	Early History of India by V. A. Smith. Medieval India by Lane Poole.	Notes on Famine Administration. Notes on State Accounts. REVENUE PAPERS :— (1) Patwari Regulation, 1895. (2) Revenue Rules. (3) Patwari Rules with Hidayatnama Patwarian. SETTLEMENT :— (1) Assessment of the Land Revenue. (2) The Settlement Record. (3) Continuance of Assessment. (4) The Record of Rights. (5) Collection of Land Revenue. Surveying :—Theoretical and Practical. Law :—Notes on the Indian Penal Code, Criminal Procedure Code, and Civil Procedure Code.
Post Diploma Class, 2nd year.	TEXT BOOKS :— *Shakespeare* :—Hamlet. Mason's Four Feathers. Selections from the Golden Treasury of Songs and Lyrics. First Series. Bernier's Travels.	British Dominion in India by Lyall. Protected Princes of India by Lee Warner.	Famine Code. Notes on Famine Administration. Notes on State Accounts. REVENUE PAPERS :— (1) Regulation II of 1877. (2) Patwari Regulation, 1895. (3) Act I of 1894. (4) Act XII of 1884. (5) Act XIX of 1883. (6) Revenue Rules. (7) Patwari Rules with Hidayatnama Patwarian. (8) Tacavi Rules. IRRIGATION :— (1) Protection Works in Central India by H. Marsh, C.I.E. (2) Regulation VIII of 1887. (3) Irrigation Rules. SETTLEMENT :— As in the first year, with practical demonstrations. Rules for the maintenance of traverse survey and boundary marks. Surveying :—Theoretical and Practical (continued). Law :—The Indian Penal Code, Civil and Criminal Procedure Code, Limitation Act, Court Fees Act and Stamp Act.

ANNEXURE K.

Results of the Annual Examination, April 1908.

POST DIPLOMA CLASS, FIRST YEAR.

Subjects.	English.	History.	Administration.	Law.	Surveying.	Total.	REMARKS.
Full Marks.	200	100	100	300	50	750	
Sahibzadah Sardar Muhammad Khan of Soran, Tonk	119	49	60	154	43	425	
Thakur Chandra Singh of Kanwari, Bikaner	75	52	48	97	40	312	

Prize Winners :—S. SARDAR MUHAMMAD KHAN . Class Prize ; Prizes for English, Administration, Law and Surveying.
THAKUR CHANDRA SINGH . Prize for History.

Results of the Annual Examination, April 1908—continued.

DIPLOMA CLASS.

Subjects.	English.	History and Geography.	Arithmetic and General Knowledge.	Vernacular.	Science or Second Language.	Law, Political Economy, and Surveying or Advanced Mathematics.	Total.	REMARKS.
Full Marks.	225	150	100	50	75	100	700	
Nawab Mahbub'Ali Beg of Hyderabad (Deccan) .	177	116	75	26	50	69	513	
Kanwar Bhim Sen of Kunadi, Kotah . .	146	92	46	31	39	41	395	
Kanwar Ram Singh of Narsingarh . .	124	86	51	32	30	45	368	
Thakur Bhanwar Singh of Sainthi, Bharatpur .	77	54	63	38	39	67	338	
H. H. Maharaja Tukoji Rao Holkar of Indore .	107	66	26	20	26	54	308	
Rajkumar Dalip Singh of Sailana . . .	86	46	42	30	39	49	292	
Kanwar Sardar Singh of Kanota, Jaipur . .	65	38	39	15	21	51	229	Fails.

Prize Winners :—NAWAB MAHBUB ALI BEG . Class Prize; Prizes for English, History and Geography, Arithmetic, Persian and Administration.
KANWAR RAM SINGH . . Prize for Hindi.
KANWAR BHIM SEN . . 2nd Class Prize and 2nd Prize for English.
THAKUR BHANWAR SINGH . Prize for Urdu, and Prize for Algebra and Geometry.

SECOND CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Vernacular.	Drawing.	Science or Second Language.	Law, Agriculture and Political Economy or Advanced Mathematics.	Total.	REMARKS.
Full Marks.	200	150	75	50	50	75	100	700	
Sardar Anand Rao Bhao Sahib Phalke of Gwalior	162	110	43	37	40	40	66	498	
Kanwar Sukh Singh of Pokaran, Marwar .	146	88	58	37	25	54	60	468	
Kanwar Kamal Singh of Devli, Bharatpur .	101	85	56	17	45	57	69	430	
Sardar Zaka-ullah Khan of Muraria, Tonk . .	124	79	36	39	36	56	60	430	
Kanwar Debi Singh of Pipla, Jaipur . . .	130	63	45	32	30	43	75	418	
Kanwar Narayan Singh of Gadoli, Bharatpur .	121	76	42	27	40	35	63	404	
Kanwar Fateh Singh of Garhi, Banswara .	108	71	49	33	17	45	72	395	
Thakur Bahadur Singh of Khera, Alwar . .	103	88	36	22	17	25	69	360	
Maharaj Balwant Singh of Partabgarh . .	69	79	43	29	19	44	69	352	
Rao Rai Singh of Garhi, Banswara . . .	95	55	35	17	17	20	44	283	
Kanwar Bhawani Singh of Kotra, Sailana . .	..	..	..	..	..	..	..	..	On leave.

Prize Winners :—SARDAR ANAND RAO BHAO SAHIB PHALKE . Class Prize; Prizes for English, History and Geography, Hindi, Law and Political Economy.
KANWAR SUKH SINGH . . . . . Extra Class Prize; Prizes for Compulsory Mathematics and Urdu.
SARDAR ZAKA-ULLAH KHAN . . . . Prizes for Persian and Urdu.
KANWAR KAMAL SINGH . . . . Prizes for Science, Advanced Mathematics and Drawing.

Results of the Annual Examination, April 1908—continued.

THIRD CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Vernacular.	Drawing.	Science or Second Language.	Law, Political Economy or Advanced Mathematics.	Total.	REMARKS.
Full Marks.	200	150	75	50	50	75	100	700	
Thakur Bharat Singh of Multhan, Dhar . .	156	92	64	31	43	34	76	496	
Raja Udaibhan Singh of Dholpur . . .	165	86	40	24	38	34	74	461	
Kanwar Hira Singh of Panna . .	143	90	48	28	20	34	75	438	
Kanwar Pratap Bikram Shah of Khairigarh (Oudh) . . .	128	91	38	33	34	38	55	417	
Raja Jai Singh of Khetri, Jaipur . . .	134	86	41	29	20	31	69	410	
Lal Sabharaj Singh of Akauna, Nagod . .	125	65	37	37	17	60	59	400	
Lal Balbir Singh of Bhatanwara, Nagod . .	124	63	57	31	26	31	65	397	
Maharaj Jagmal Singh of Khilerian, Bikaner .	133	46	41	33	32	25	55	365	
Thakur Narayan Singh of Rajpur, Alwar . .	102	45	53	37	29	34	55	355	
H. H. Maharaja Yadvendra Singh of Panna . .	139	64	11	24	33	19	47	337	
Kanwar Jaswant Singh of Pipla, Jaipur . .	104	41	25	38	33	30	66	337	
Sardar Narayan Singh of Dholpur . . .	101	41	40	24	35	31	53	325	
Lal Sahib Bhargvendra Singh of Nagod . .	82	48	35	34	30	25	41	295	
Kanwar Akhairaj Singh of Gainta, Kotah . .	94	44	35	25	33	25	37	293	
Lal Raghuraj Singh of Kachloha, Nagod .	87	50	19	32	24	25	52	289	

Prize Winners :—THAKUR BHARAT SINGH . Class Prize; Prizes for History and Geography, Mathematics, Law and Political Economy and Drawing.

RAJA UDAIBHAN SINGH . Extra Class Prize; Prize for English.

KANWAR HIRA SINGH . Extra Prize for Law and Political Economy and Extra Class Prize.

LAL SABHARAJ SINGH . . Prize for Sanskrit.

THAKUR NARAYAN SINGH . Prize for Hindi.

KANWAR JASWANT SINGH . Prize for Urdu.

MAHARAJ JAGMAL SINGH . Prize for Advanced Mathematics.

Results of the Annual Examination, April 1908—continued.

FOURTH CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Vernacular.	Drawing.	Science or Second Language.	Total.	REMARKS.
Full Marks.	150	100	100	50	50	50	500	
Kanwar Dalpat Singh of Kunadi, Kotah . .	130	86	73	48	45	41	423	
Rao Pratipal Singh of Simaria, Panna . .	107	85	64	35	30	36	357	
Thakur Narayan Singh of Sankotra, Jaipur. .	96	87	73	42	35	24	357	
Kanwar Madho Singh of Sankhwai, Marwar .	117	66	56	35	43	36	353	
Thakur Kushal Singh of Gijgarh, Jaipur . .	139	54	53	27	20	41	334	
Kanwar Kesri Singh of Kanota, Jaipur . .	97	73	42	40	43	27	322	
Thakur Abhaj Singh of Padiv, Sirohi . .	92	56	50	46	18	45	307	
Kanwar Kalyan Singh of Jaoli, Alwar . .	82	53	46	46	22	47	296	
Thakur Shivdan Singh of Garhsisar, Bikaner .	89	63	45	46	5	41	289	
Kanwar Shambhu Singh of Barli, Ajmer . .	66	40	64	44	25	44	283	
Thakur Dalpat Singh of Rohet, Marwar . .	70	44	57	35	39	35	280	
Bhanwar Ramnat Singh of Tatarpur, Alwar .	77	61	46	41	19	21	265	
Kanwar Rewat Singh of Salpur, Alwar . .	81	56	42	30	30	17	256	
Thakur Nahar Singh of Junia, Ajmer . .	84	42	51	32	10	31	250	
Maharaj Ajit Singh of Chhapol, Kotah . .	14	40	28	40	38	45	205	
Kanwar Khuman Singh of Lasani, Mewar . .	..	..	..	..	..	..	..	On leave.

Prize Winners:—KANWAR DALPAT SINGH OF KUNADI . Class Prize; Prizes for History and Geography, Compulsory Mathematics, Science, Hindi, and Drawing.

THAKUR NARAYAN SINGH . . . Extra Class Prize.

KANWAR MADHO SINGH . . . Extra Class Prize.

RAO PRATIPAL SINGH . . . . Extra Class Prize.

THAKUR KUSHAL SINGH . . . Prize for English.

KANWAR KALYAN SINGH . . . Prize for Sanskrit.

BHANWAR RAMNATH SINGH . . . Prize for Urdu.

MAHARAJ AJIT SINGH . . . Prize for Persian.

Results of the Annual Examination, April 1908—continued.

FIFTH CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Vernacular.	Drawing.	Science.	Total.	REMARKS.
Full Marks.	150	100	50	50	50	50	450	
Thakur Jagmal Singh of Sarana, Ajmer	85	95	37	48	44	45	354	
Rajkumar Madho Singh of Nimrana, Alwar	115	86	44	48	25	34	352	
Thakur Bishan Singh of Bisau, Jaipur	107	77	43	42	35	34	338	
Kanwar Onkar Singh of Bagsuri, Ajmer	118	88	41	30	32	27	336	
Kanwar Karan Singh of Srichandpura, Alwar	94	79	39	48	35	41	336	
Dewan Raghvendra Singh of Panna	92	93	28	40	39	33	325	
Kanwar Chiman Singh of Daspan, Marwar	93	48	25	27	45	47	285	
Kanwar Banspradip Singh of Sawar, Ajmer	82	63	22	38	40	38	283	
Sahibzadah Muhammad Amir Khan of Shob, Tonk	85	50	35	34	44	32	280	
Rawat Man Singh of Rawatsar, Bikaner	98	70	31	38	17	26	280	
Rajkumar Raghuraj Singh of Sailana	83	68	22	42	22	37	274	
Pandurang Bhagwant Rao Boradhe of Indore	86	77	20	42	17	31	273	
Sahibzadah Sahib-i-Alam of Baoni	79	62	40	39	26	24	270	
Kanwar Mangal Singh of Piploda, Central India	72	62	28	38	30	33	263	
Kanwar Ramchandra Singh of Bachamdi, Bharatpur	74	49	42	32	35	23	255	
Kanwar Dashrat Singh of Barwani	54	79	33	38	18	30	252	
Kanwar Sultan Singh of Salpur, Alwar	71	78	22	21	20	37	249	
Kanwar Sangram Singh of Pit, Dungarpur	61	62	29	38	25	31	246	
Kanwar Surajbhan Singh of Deolia, Ajmer	89	58	22	42	10	17	238	
Raja Sardul Singh of Bhinai, Ajmer	69	59	20	37	20	29	234	
Kanwar Bijai Singh of Nizamnagar, Alwar	74	55	26	24	21	31	231	
Kanwar Priti Singh of Bera, Marwar	70	55	29	32	17	17	220	
Maharaj Madho Singh of Bhindar, Mewar	41	L	L	L	L	L	41	
Thakur Govind Singh of Naraina, Kishangarh	12	L	L	L	L	L	12	

Prize Winners :—THAKUR JAGMAL SINGH . . Class Prize; Prizes for History and Geography, Hindi and Science.

RAJKUMAR MADHO SINGH . . Extra Class Prize; Prizes for Arithmetic and Hindi.

KANWAR ONKAR SINGH . . Extra Class Prize; Prize for English.

THAKUR BISHAN SINGH . . Extra Class Prize.

KANWAR CHIMAN SINGH . . Prizes for Drawing and Science.

SAHIBZADAH SAHIB-I-ALAM . . Prize for Urdu.

Results of the Annual Examination, April 1908—continued.

SIXTH CLASS.

Subjects.	English.	Geography.	Arithmetic.	Vernacular.	Drawing.	Science.	Total.	REMARKS.
Full Marks.	200	50	50	50	50	50	450	
Kanwar Ganpat Singh of Kharwa, Ajmer . .	163	37	45	48	45	48	386	
Kanwar Himmat Singh of Kunadi, Kotah . .	166	41	41	42	44	47	381	
Kanwar Bhan Singh of Sankhu, Bikaner .	161	43	41	46	17	44	352	
Kanwar Shivnath Singh of Jaitgarh, Bundi . .	156	38	47	26	40	44	351	
Kanwar Daulat Singh of Kunadi, Kota . .	169	40	33	40	24	28	334	
Thakur Ranjit Singh of Gamra, Dungarpur .	122	41	29	35	20	48	295	
Thakur Udai Singh of Kerot, Ajmer . .	99	28	46	38	24	38	273	
Kanwar Bairi Sal of Kanota, Jaipur . .	118	26	18	33	39	30	264	
Thakur Nathu Singh of Kalera-Bogla, Ajmer .	108	30	32	38	17	39	264	
Kanwar Jai Singh of Jasana, Bikaner . .	115	15	27	40	21	25	243	
Sahibzadah Badr-e-Alam of Baoni . . .	104	27	23	42	20	25	241	
Sahibzadah Mushtoqul Hasan of Baoni . .	113	37	16	20	17	26	238	
Kanwar Girdhar Singh of Paneori, Bharatpur .	71	25	19	34	43	37	229	
Kanwar Narayan Singh of Saleta, Alwar . .	106	30	17	21	25	21	220	
Kanwar Krishna Singh of Jaoli, Alwar . .	86	40	33	36	5	18	218	
Sahibzadah Fakhr-e-Alam of Baoni . . .	97	29	22	30	18	10	215	
Thakur Onar Singh of Kacholia, Kishangarh .	97	20	17	22	10	7	173	
Rao Nahar Singh of Bedla, Mewar . . .	67	L	L	36	L	26	129	
Rawat Bijai Singh of Deogarh, Mewar . .	74	L	L	45	L	L	119	
Raj Rana Man Singh of Dilwara, Mewar . .	56	L	L	42	L	L	98	
Thakur Tej Singh of Pansal, Mewar . .	61	L	L	30	L	L	91	
Kanwar Ranchhor Das of Pisangan, Ajmer . .	L	L	L	32	L	L	32	
Kanwar Kishan Singh of Lasani, Mewar . .	..	..	..	..	..	..	..	On leave.
Thakur Balwant Singh of Kurki, Marwar . .	..	..	..	..	..	..	..	Absent.

Prize Winners :—KANWAR GANPAT SINGH . . Extra Class Prize ; Prizes for Hindi and Drawing.

KANWAR HIMMAT SINGH . . Class Prize ; Prize for English.

KANWAR BHAN SINGH . . Extra Class Prize ; Prizes for Geography and Science.

KANWAR SHIVNATH SINGH . . Prize for Arithmetic.

KANWAR DAULAT SINGH . . Extra Class Prize.

THAKUR RANJIT SINGH . . Extra Prize for Science.

SAHIBZADAH BADR-E-ALAM . . Prize for Urdu.

Results of the Annual Examination, April 1908—continued.

SEVENTH CLASS.

Subjects.	English.	Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	REMARKS.
Full Marks.	200	50	50	50	50	400	
Sahibzadah Matin-ullah Khan of Tonk	152	44	40	48	45	329	
Sahibzadah Iktafa-ullah Khan of Tonk	144	49	48	48	40	329	
Thakur Bijai Singh of Kotri, Jaisalmer	152	35	48	47	29	311	
Kanwar Raghunath Singh of Jajli, Partabgar	148	49	38	47	28	310	
Kanwar Ganga Singh of Pokaran, Marwar	141	47	40	29	41	298	
Kanwar Chatar Singh of Banswara .	149	44	28	38	17	276	
Kanwar Jasraj Pal of Karauli .	138	32	38	40	20	268	
Kanwar Bijai Singh of Kishangarh .	131	32	34	44	22	263	
Sahibzadah Mustafid-ulla Khan of Tonk	110	29	40	44	40	263	
Kanwar Lachman Singh of Kushalgar	120	35	44	45	19	263	
Kanwar Gulab Singh of Banswara .	110	38	34	35	42	259	
Thakur Bijai Singh of Masuda, Ajmer	114	32	44	45	18	253	
Kanwar Sampat Singh of Devli, Bharatpur	100	32	46	46	28	252	
Kanwar Ramnath Singh of Jaitgarh, Bundi	109	32	40	42	29	252	
Rao Rirhmal Singh of Chitalwana, Marwar	102	32	40	44	30	248	
Maharaj Yagnarayan Singh of Karkeri, Kishangarh . . .	95	26	38	45	42	246	
Kanwar Umed Singh of Para, Alwar	97	35	40	34	38	244	
Thakur Gopal Singh of Kathoda, Kishangarh	96	23	40	42	42	243	
Kanwar Kalyan Singh of Manoharpur, Jaipur	125	41	34	30	10	240	
Kanwar Madan Singh of Banswara .	111	41	22	38	25	237	
Kanwar Lal Singh of Banswara .	106	41	34	35	20	236	
Maharaj Bhim Singh of Bamulia, Kotah	100	38	28	35	10	211	
Thakur Bhairon Singh of Gainta, Kotah	107	15	24	46	17	209	
Rajkumar Umrao Singh of Nimrana, Alwar	81	35	40	27	25	208	
Kanwar Bijai Singh of Thakurda, Dungarpur	44	23	42	42	28	179	
Thakur Govind Singh of Jharol, Kishangarh	56	32	28	35	25	176	
Kanwar Jai Singh of Meja, Mewar .	26	L	L	L	L	26	

Prize Winners:—SAHIBZADAH MATIN-ULLAH KHAN . Class Prize; Prizes for English, Urdu and Drawing.
SAHIBZADAH IKTAFA-ULLAH KHAN . Extra Class Prize.
THAKUR BIJAI SINGH OF KOTRI . Extra Class Prize; Prizes for Arithmetic and Hindi.
KANWAR GANGA SINGH . . Prize for Geography.
MAHARAJ YAGNARAYAN SINGH . Prize for Drawing.

EIGHTH CLASS.

Results of the Annual Examination, April 1908—continued.

A Section.

Subjects.	English.	Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	REMARKS.
Full Marks.	200	50	50	50	50	400	
Thakur Udai Singh of Tahnal, Shahpura	171	50	46	48	28	343	
Thakur Daulat Singh of Kumbhana, Bikaner	174	38	43	48	40	343	
Kanwar Chatar Singh of Kushalgarh	162	35	47	47	41	332	
Sahibzadah Muhammad Hayat Khan of Tonk	156	38	47	49	42	332	
Thakur Saman Singh of Bishnia, Shahpura	152	32	43	47	28	302	
Kanwar Umrao Singh of Para, Alwar	138	32	48	42	17	277	
Kanwar Ram Singh of Alsisar, Jaipur	123	41	33	45	35	277	
Thakur Dalip Singh of Arain, Kishangarh	142	26	30	45	30	273	
Foujdar Kaim Singh of Bharatpur	144	32	35	25	17	253	
Raja Mahendra Man Singh of Bhadawar (U. P.)	145	20	17	31	25	238	
His Highness Maharaja Kishan Singh of Bharatpur	135	26	19	40	10	230	
Maharajkumar Rajendra Singh of Jhalawar	122	26	22	35	10	215	

Prize Winners:—THAKUR UDAI SINGH . . . . . Class Prize; Prizes for Geography and Arithmetic.

THAKUR DAULAT SINGH . . . . . Extra Class Prize; Prizes for English and Hindi.

SAHIBZADAH HAYAT KHAN . . . . . Prizes for Urdu and Drawing.

Results of the Annual Examination, April 1908—concluded.

EIGHTH CLASS—*continued.*

B Section.

Subjects.	English.	Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	REMARKS.
Full Marks.	200	50	50	50	50	400	
Kanwar Bahadur Singh of Para, Alwar	121	41	30	38	28	258	
Thakur Ranjit Singh of Goela, Ajmer	101	41	44	40	30	256	
Kanwar Balwant Singh of Daspan, Marwar	124	41	40	25	17	247	
Rajkumar Mandhata Singh of Sailana	109	44	22	40	20	235	
Kanwar Vishvanath Singh of Semalia, Sailana	99	47	35	35	17	233	
Maharaj Sawai Singh of Banswara	108	38	22	31	23	222	
Kanwar Hamir Singh of Daspan, Marwar	103	32	30	25	20	210	
Kanwar Suraj Singh of That, Kishangarh	93	16	40	35	25	209	
Rajkumar Ramchandra Singh of Sailana	73	35	22	40	25	195	
Kanwar Kishor Singh of Banswara	77	38	22	30	19	186	
Raja Durganarayan Singh of Tirwa (U. P.)	79	15	30	31	30	185	
Kanwar Ari Sal of Kunadi, Kotah	83	20	22	30	24	179	
Thakur Rawat Singh of Ahore, Marwar	70	17	20	32	19	158	
Maharaj Abhai Singh of Surpur, Banswara	S	35	S	31	19	85	
Thakur Jodh Singh of Bhindar, Mewar	68	L	L	L	L	68	

Prize Winners:—KANWAR BALWANT SINGH . . . . Class Prize; Prizes for English and Geography.

THAKUR RANJIT SINGH . . . . Prizes for Arithmetic and Hindi.

C Section.

Subjects.	English.	Geography.	Arithmetic.	Vernacular.	Drawing.	Total.	REMARKS.
Full Marks.	200	50	50	50	50	400	
Kanwar Zorawar Singh of Pranhera, Ajmer	70	26	40	32	21	189	
Thakur Indar Singh of Sanodia, Kishangarh	81	17	40	28	17	183	
Kanwar Sawai Singh of Pranhera, Ajmer	61	24	40	32	25	182	
Kanwar Ganga Singh of Sanodia, Kishangarh	72	14	22	28	27	163	
Thakur Sanwat Singh of Kotri, Kishangarh	38	14	22	32	26	132	
Thakur Bhairon Singh of Bilun, Bikaner	54	22	0	25	24	125	
Thakur Debi Singh of Chosla, Kishangarh	50	9	8	28	18	113	
Sardar Hamid Ali Khan of Mundawar, Alwar	17	Not examined.		40	38	95	
Kanwar Ranjit Singh of Barmawal, Sailana	23	15	15	25	17	95	
Kanwar Kalyan Singh of Ralaota, Kishangarh	28	10	L	32	8	78	
Kanwar Khuman Singh of Dhariawad, Mewar	53	L	L	L	L	53	

Prize Winner:—KANWAR ZORAWAR SINGH . . . . . Class Prize.

ANNEXURE L.

Curriculum for 1908-09.

DIPLOMA CLASS.

CLASS.	COMPULSORY SUBJECTS.			OPTIONAL SUBJECTS.		
	English.	History and Geography.	Mathematics.	Vernaculars (one to be taken.)	Science or Second Language (one to be taken).	(A) Administration, or (B) Advanced Mathematics.
First Class (Diploma	TEXT BOOKS— (1) Merchant of Venice. (2) Westward Ho! Macmillan's edition. (3) Common Thoughts on Serious Subjects. *Readings* from Newspapers and Magazines. *Composition* (including Grammar), *Essay and Letter-writing.* *Translation and Retranslation.* *Reading* (from Texts), *Recitation* (300 lines), *and Conversation.*	HISTORY— (*a*) *English*—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important imperial and social questions should be examined in greater detail. (*b*) *Indian History*—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied. (*c*) *Indian*—Special period for 1908-09, *Canning* in Rulers of India Series. GEOGRAPHY— No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India. *Maps* to be drawn—India and the British Colonies.	ARITHMETIC— Pendlebury and Tait, Chapters I—XXXII (omitting Chapters XXI & XXXI). Square Root, Chapter XL (in part). Or other text book covering the same ground.	(*a*) URDU—Nisab-i-Urdu, pages 1 to 213, 301 to 307, 342 to 376. *Grammar*—General. Translation—English into Urdu. Composition. Petition Reading. (*b*) HINDI—Ramayan Ayodhya Kand—one-third (omitting Kshepak). *Nitisudha* Tarangani, pages 1—50. *Grammar*—General. Petition Reading.	SCIENCE— *Physics*—Balfour Stewart's Primer. *Chemistry*—Roscoe's Primer. (Supplemented by Lectures.) Also practical knowledge of all the instruments and processes described. SANSKRIT— Sanskrit Shiksha—The whole. *Grammar*—Dr. Bhandarkar's Book I. Rajkrishna Banerji's Grammar, pages 38—97 and 132—200. PERSIAN— Amjad Ali's Selections. *Prose*—Gulistan omitting (جدال سعدي); Baharistan Tuzuk-i-Jehangiri; Ruqqat-i-Alamgiri. *Poetry*—Bostan, Chapter IV; Kulliyat-i-Hazin; Kulliyat-i-Sadi. *Grammar*—Miftah-ul-Qawaid (Anwar Ahmadi Press, Allahabad). *Composition*—English into Persian.	(A) (1) *Law*—Whitworth's Law Lectures, with reports on actual cases attended. Fraser's Notes on Jurisprudence. Lectures on Hindu and Muhammadan Law. (2) *Political Economy*—Mrs. Fawcett's Political Economy (supplemented and modified by Lectures). The ground covered by F. A. Walker's First Lessons in Political Economy. (3) *Surveying*—Theoretical and Practical, by means of Lectures. Lectures on Land System, Revenue Papers, Village Accounts. (B) ADVANCED MATHEMATICS— (1) *Geometry*—Godfrey and Siddon's Books I—III. (2) *Algebra*—Baker and Bourne, Chapters I—XXVI and XXIX. Or other text books covering the same ground.

CLASSES II—IV.

CLASS.	COMPULSORY SUBJECTS.					OPTIONAL SUBJECTS.	
	English.	History and Geography.	Mathematics.	Vernaculars (one to be taken).	Drawing.	Science or Second Language (one to be taken).	(A) Administration, or (B) Advanced Mathematics.
Second Class	TEXT BOOKS— *From the Land of Princes* (Selections). *Under the Red Robe.* Selections from Laureata. *Readings* from Newspapers and Magazines. *Composition and Grammar.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY— (*a*) *English*—Cyril Ransome's Elementary History of England, pp. 91—178. Books VI and VII. (*b*) *Indian*—Marsden's History of India, pp. 80—158. GEOGRAPHY— Wood's Geography for Indian Schools—In part. *Map* to be drawn—Asia, with revision of past work.	ARITHMETIC— Pendlebury and Tait, Chapters I to XXXII, and Square Root. GEOMETRY— Godfrey and Siddons, pp. 1—131.	(*a*) URDU—Entrance Course of the Punjab University, pp. 151—287. *Grammar*—General. Inshai Urdu Shikasta—2nd half. (*b*) HINDI—Bhashasar Sangrah, Part II, pp. 1—95 and 124—138. *Grammar*—General. Patra Malika, Part II, pp. 18—33.	BURN'S COLOUR CHARTS—Advanced Sheets Nos. 6, 7, 8, 9 and 10, and 5 designs.	SCIENCE— Elementary Physics and Chemistry by Gregory and Simmons, Stage III, complete. SANSKRIT— Sanskrit Shiksha—1st half. *Grammar*—Bhandarkar's Book I—The whole. Rajkrishna Banerji's Grammar, pp. 67—97 and 165—200. PERSIAN— Amjad Ali's Selections—2nd half. *Grammar*—Miftah-ul-Qawaid—2nd half.	(A) (1) *Law*—Whitworth's Law Lectures, pp. 50—97. (2) *Political Economy*—Mrs. Fawcett's Political Economy, pp. 89—197, with Lectures. (3) *Lectures on Book-keeping* (Inglis) and *Agriculture* (Mollison). (B) ADVANCED MATHEMATICS— (1) *Geometry*—Godfrey and Siddons, pp. 1—131, and Book II. (2) *Algebra*—Baker and Bourne, Chapters I—XX.
Third Class.	TEXT BOOKS— Allen Quatermain. Selections from Laureata. *Composition and Grammar.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY— (*a*) *English*—Cyril Ransome's Elementary History of England, pp. 1—89. Books I—V. (*b*) *Indian*—Marsden's History of India, pp. 1—80. GEOGRAPHY— Wood's Geography for Indian Schools—In part. *Map* to be drawn—Europe, with revision of past work.	ARITHMETIC— Pendlebury and Tait. Chapters I to XXX, and Square Root. GEOGRAPHY— Godfrey and Siddons, pp. 1—102.	(*a*) URDU—Entrance Course of the Punjab University, pp. 1—150. *Grammar*—General. Inshai Urdu Shikasta—1st half. (*b*) HINDI—Bhashasar Sangrah, Part I, pp. 1—96 and 149—159. *Grammar*—Vyakaran Sar—The whole. Patra Malika, Part II, pp. 1—17.	BURN'S COLOUR CHARTS—Advanced Sheets Nos. 1, 2, 3, 4 and 5, and 5 designs.	SCIENCE— Elementary Physics and Chemistry by Gregory and Simmons, Stage I, pp. 102 to end, and Stage II, pp. 1—92. SANSKRIT— Gadya Padya Sangrah—In part. *Grammar*—Dr. Bhandarkar's 1st Book—1st half; Rajkrishna Banerji's Sanskrit Grammar, pp. 38—66 and 132—164. PERSIAN— Amjad Ali's Selections—1st half. *Grammar*—Miftah-ul-Qawaid—1st half.	(A) (1) *Law*—Whitworth's Law Lectures, pp. 1—49. (2) *Political Economy*—Mrs. Fawcett's Political Economy, pp. 1—89, with Lectures. (3) *Lectures on Book-keeping* (Inglis) and *Agriculture* (Fuller's Primer). (B) ADVANCED MATHEMATICS— (1) *Geometry*—Godfrey and Siddons, pp. 1—102. (2) *Algebra*—Baker and Bourne, Chapters I—XII.
Fourth Class	TEXT BOOKS— From the Land of Princes (Selections). Selections from Laureata. *Composition and Grammar.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY— *Indian*—Marsden's History of India (Hindi). GEOGRAPHY— Blochmann's—Asia, India, Europe, Africa, and North and South America. *Maps* to be drawn—North and South America, with revision of past work.	ARITHMETIC— (J. C. Chakravarti)—Unitary Method, Square Root and revision of work done in Classes V to VIII. GEOMETRY— Godfrey and Siddons (Geometrical Drawing), pp. 1—62.	(*a*) URDU—Tuzak-e-Urdu, pp. 1—100. *Grammar*—Part I.—The whole. Inshai Urdu Nastaliq—2nd half. Kheti-ki-Tisri Kitab—2nd half. (*b*) HINDI—Fifth Reader, pp. 1—80, and Selections from the Ramayan. *Grammar*—Vyakaran Sar, pp. 15 to end. Patra Malika, Part I, pp. 21 to end. Kheti-ki-Tisri Pustak—2nd half.	BURN'S COLOUR CHARTS—Intermediate Sheets Nos. 6, 7, 8, 9 and 10, and 11 Lessons in Geometrical Drawing.	SCIENCE— Elementary Physics and Chemistry by Gregory and Simmons, Stage I, pp. 1—102. SANSKRIT— Riju Path, Part I—In part. *Grammar*—Upakramanika—Pronouns and pp. 88—106, and Bhandarkar (Selections). PERSIAN— Gulzar Dabistan—2nd half. *Grammar*—Miftah-ul-Qawaid, pp. 1—20.	

Curriculum for 1908-09—continued.

CLASSES V—VIII.

CLASS.	SUBJECTS.					
	English.	History and Geography.	Science.	Arithmetic.	Vernaculars and Second Languages (one to be taken).	Drawing.
Fifth Class	Kingsley's Heroes—(Selections). Horatius—(Selections). — *Composition.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.*	HISTORY—Marsden's History of India (Hindi). GEOGRAPHY—Asia, India, Africa, and Europe (Blochmann's). *Map* to be drawn—Africa, with revision of past work.	Paul Bert's Plants and Stones (Hindi).	Fractions of money, Decimals, and revision of work done in Classes VI—VIII.	PERSIAN—Gulzar Dabistan—1st half. URDU—Pakiza Khayalat, pp. 9—43, 64—87, 93—99. Grammar, Part I, 1st half. Inshai Urdu Nastaliq—1st half. Kheti-ki-Tisri Kitab—1st half. SANSKRIT—Upakramanika, pp. 24—33 & 121—123. HINDI—4th Reader, pp. 1—90. Vyakaransar, pp. 1—14. Patra Malika, Part I, pp. 1—20. Kheti-ki-Tisri Pustak, 1st half.	BURN'S COLOUR CHARTS—Intermediate Sheets Nos. 1, 2, 3, 4, 5, and 10 Lessons in Geometrical Drawing.
Sixth Class	Nelson's Reader No. III. Selections from Lyrical Poetry. — *Composition.* *Translation and Retranslation.* *Reading, Recitation, and Conversation.* *Copy-writing.*	GEOGRAPHY—Asia, India, and Africa (Blochmann's). *Map* to be drawn—India.	Paul Bert's Animals (Hindi).	L. C. M. & G. C. M. by Factors and otherwise, Fractions, with revision of work done in Classes VII and VIII.	URDU—Reader No. III (Punjab Series). Kheti-ki-Dusri Kitab. HINDI—3rd Reader. Kheti-ki-Dusri Pustak.	BURN'S COLOUR CHARTS—Elementary Sheets Nos. 5, 6, 7, 8, 9 and 10, containing 11 Lessons in colour and 11 Lessons in Geometrical Drawing.
Seventh Class	Nelson's Reader No. II. Poetry—Selected pieces. — *Copy-writing.*	GEOGRAPHY—Asia and India (Blochmann's).	Conversation Lessons.	Compound Rules, Indian and English money (no fractions of pennies) and Prime Factors, with revision of work done in Class VIII.	URDU—Reader No. II (Punjab Series). Kheti-ki-Pahli Kitab. HINDI—2nd Reader. Kheti-ki-Pahli Pustak.	Elementary Sheets Nos. 1, 2, 3, and 4, containing 12 Lessons in colour and 12 Lessons in Geometrical Drawing.
Eighth Class	Æsop's Fables. Orient Primer. Poetry—Selected pieces. First Steps in English. Second Do. — *Copy-writing.*	GEOGRAPHY—Definitions and General Geography of India (from the Map).	Conversation Lessons.	Notation, Numeration, the four simple rules, including Division by 2 factors.	URDU—Qaida (Punjab Series). Reader No. I (Punjab Series). HINDI—Varna Shiksha. 1st Reader.	Crayon and Brushwork Exercises—Books I and II.

ANNEXURE M.

General Time-Table of Out-door Exercises.

Days.	Morning Games.		Masters in charge in Morning Games.	Evening Games.	Masters in charge in Evening Games.
	Riders.	Non-Riders.			
Monday	1st Division Riding	Cricket	....	Tennis and Racquets	Mr. Madden and Mr. Ghaffar Saiyad.
	2nd ,, Foot-ball	Football	M. Debi Prasad	Cricket	L. Sangam Lal and Mr. Bulsara.
	3rd ,, Foot-ball	Do.	L. Ladli Prasad	Do.	M. Gopi Nath and P. Shankar Lal.
	4th ,, Cricket	Cricket	M. Kan Mal	Football	M. Rikhi Kesh.
Tuesday	1st Division Cricket	Cricket	....	Football	Mr. Williams and Mr. Ghaffar Saiyad.
	2nd ,, Riding	Gymnastics	L. Ladli Prasad	Tennis and Racquets	L. Sangam Lal and Mr. Sen.
	3rd ,, Gym-nastics	Do.	M. Kan Mal	Football	Mr. Sathe and Bhai Uttam Singh.
	4th ,, Gym-nastics	Do.	M. Abdul Majid	Cricket	P. Shankar Lal.
Wednesday	1st Division Riding	Gymnastics	....	Cricket	Mr. Sherring and Mr. Bulsara.
	2nd ,, Gym-nastics	Do.	M. Debi Prasad	Do.	L. Sangam Lal.
	3rd ,, Riding	Football	L. Ladli Prasad	Do.	M. Rikhi Kesh and L. Chhotu Lal.
	4th ,, ,,	Do.	....	Do.	L. Ladli Prasad.
Thursday	1st Division Riding	Football	....	Tennis and Racquets	Mr. Williams and Mr. Bulsara.
	2nd ,, ,,	Do.	M. Kan Mal	Football	B. Ram Karan and L. Sangam Lal.
	3rd ,, Gym-nastics	Gymnastics	L. Ladli Prasad	Cricket	M. Debi Prasad and P. Chandradhar.
	4th ,, Gym-nastics	Do.	....	Football	Bhai Uttam Singh.
Friday	1st Division Gym-nastics	Gymnastics	....	Cricket	Mr. Madden and Mr. Bulsara.
	2nd ,, Riding	Cricket	M. Debi Prasad	Football	Mr. Sen.
	3rd ,, ,,	Football	M. Abdul Majid	Tennis	Mr. Sathe.
	4th ,, ,,	Cricket	....	Football	M. Gopi Nath.
Saturday	1st Division Riding	Cricket	....	Cricket	Mr. Sherring and Mr. Bulsara.
	2nd ,, ,,	Do.	M. Abdul Majid	Do.	Mr. Sen.
	3rd ,, ,,	Do.	M. Kan Mal	Do.	Mr. Sathe and P. Chandradhar.
	4th ,, ,,	Do.	....	Do.	M. Gopi Nath.
Sunday	Cross-country Riding	Walking	....	Voluntary Games	Tennis—M. Rikhi Kesh. Football—P. Ganesh Ram Dube and L. Chhotu Lal. Cricket—M. Abdul Majid.

Morning.
- Riding — in charge of Daffadar Kishan Singh.
- Gymnastics — ,, Mr. Sherring and the two Instructors.
- Cricket and Football — ,, Mr. Madden, Mr. Williams, and Mr. Bulsara.

REPORT ON

THE RAJKUMAR. COLLEGE

RAJKOT

No. 86, dated Rajkot, the 16th April 1908.

From—C. MAYNE, Esq., M.A., Principal, Rajkumar College,

To—The Agent to the Governor in Kathiawar.

I have the honour to submit my Annual Report on the working of the Rajkumar College for the year 1907-08.

2. Mr. C. D. Master, Wing Master in charge of the South Wing, went on 2 years' leave without pay on July 6th, 1907, and was succeeded by Kumar Shri Vira Wala of Bagasra on probation, whom I have recommended for confirmation in his appointment in my No. 1135 of March 21st, 1908. The Staff.

Kumar Shri Vijaysinhji of Sayla, Wing Master in charge of the North Wing, went on 6 months' leave without pay on October 22nd, 1907, and was succeeded by Mr. M. P. Patel, who reverted to the College service.

Mr. Jayashanker Waghji, Music Master, went on 2 years' leave without pay on 10th March 1907 and his place was taken by Mr. Gangaram B. Achrekar, a student of the Poona Gayan Samaj.

Mr. R. D. Patel, 1st Assistant Master, was granted a further year's extension of service.

Mr. J. T. Turner was confirmed in the Indian Educational Service by Government Resolution No. 162, Educational Department, dated 25th January 1908.

There have been no other changes in the staff during the year under report.

3. The number of Kumars on the roll at the end of last year was 39. During the year 10 Kumars joined, and 7 left the College, while 1 died. The total number on the roll at the end of this year is 41. College Roll.

Annexure B gives the names of the 7 Kumars withdrawn during the year, their ages, States and the period of their residence in the College. Two, Kumar Shri Gulam Jilani of Wai and Kumar Shri Vira Wala of Bagasra, were withdrawn on account of their having obtained Diplomas; one, Kumar Shri Ahmed Khan of Sachin, to join the Imperial Cadet Corps; two, Kumar Shri Raning Wala of Jetpur and Kumar Shri Gagubha of Rajkot, for financial reasons; and two, Kumar Shri Prathiraj of Rajpara and Kumar Shri Ajitsinhji of Gadhka, because it was thought that in point of education they would not benefit by a longer stay at the College. I regret to say that Kumar Shri Surajmal of Pal succumbed to tuberculosis at his home during the summer vacation. Withdrawals.

Annexure C gives full particulars as to the 10 Kumars who joined during the year. Admissions.

The distribution of the College Roll is now as follows :— Distribution of the College Roll.

(*a*) Kathiawar States and Talukas—

Bagasra	2
Manavadar	1
Dhrol	2
Jetpur	2
Bilkha	1
Lathi	2
Panch-Devda	1
Malia	1
Navania	1
Sayla	2
Luni	1
Lodhika	1
Muli	1
Kotharia	2
Shapur	1
Gavridad	1
Jamnagar	4
TOTAL	26

(*b*) Rewa Kantha Agency—	
Rajpipla	2
Balasinor	1
Sanjeli	1
TOTAL	4
(*c*) Palanpur Agency—	
Radhanpur	1
TOTAL	1
(*d*) Surat Agency—	
Bansda	2
Dharampur	1
TOTAL	3
(*e*) Southern Mahratta Country—	
Sangli	2
Miraj (Junior)	1
Ramdurg	1
TOTAL	4
(*f*) Dharwar Agency—	
Savanur	2
TOTAL	2
(*g*) Sholapur Agency—	
Akalkot	1
TOTAL	1
GRAND TOTAL	41

During the year our numbers from Kathiawar remained the same as in 1906-07, while our other recruiting centres yielded an increase of 2 Kumars. As I remarked in last year's report, the cost of keeping a Kumar here is a good deal higher than at the other Chiefs' Colleges. This is largely owing to the high rate of fees levied, a subject I propose to deal with in its proper place. Mr. Giles, late Officiating Director-General of Education in India, impressed upon me again this year at his inspection the necessity of increasing our numbers, if we wish to be able to continue competing on equal terms with the other Chiefs' Colleges, and I entirely agree with him. It is a subject which should engage the earnest attention of the College Council at the earliest possible opportunity. I understand that some of our prominent Chiefs are anxious to do nothing which will tend to lower the status of the College, a feeling with which one is bound to sympathize. At the same time I venture to think that the advantages of an increase in numbers should be impressed upon the College Council, especially when the increase would involve little or no addition to the present Staff and, so far as I can see, no additional expenses beyond that of providing the required accommodation. A College of 60 or 70 Kumars would have the chance of attaining a far higher general level of efficiency than one of 40. Of this I am convinced, and while fully sympathizing with those who wish to preserve our status, I venture to think that such a gain will be more than counterbalanced by the advantages to work, play and general corporate life, accruing from increased numbers. We are losing some of our Deccan Kumars this term and at present I have not heard of any new entries from that part of the country. It is true that Kathiawar is a long way from the Deccan and that the vernaculars are not the same: these are disadvantages from a Deccan Chief's point of view. But they have been overlooked in many cases in the past, and I trust that we may rely on the continued active support of Government in the matter of gaining recruits for the College from that part of India.

There are 5 Mahomedans on the roll, one less than in the previous year. For the last few years the number of our Mahomedan Kumars has been steadily decreasing. We are losing 1, possibly 2, this term, and I know of no coming recruits. The outlook in this direction is not encouraging. Two of our Mahomedan Kumars are in the First Class, one of them being head boy, and another is high up in the Second Class.

Average numbers, ages and attendance.

4. The following table gives the daily average number of the College roll and the daily average number present for the last two years :—

	1906-07.	1907-08.
Daily average number on Roll	38·6	38·1
Daily average number present	34·5	32·4

Annexure D contains a table giving the names of boys arranged according to their classes, ages, length of residence and attendance, and the maximum, minimum and average age in each class. The general attendance continues to be satisfactory. No boy has been absent without leave during the year. There have been 6 cases of prolonged absence with leave. Most of these were due to sickness, one to marriage, and one to the sickness and subsequent death of a Kumar's father.

The following table gives the average age of each class as compared with last year :—

	Diploma Class.	II.	III.	IV.	V.	VI.
April 1907 . .	18·1	17·11	16·9	14·6	14	13·1
April 1908 . .	18·1	17·10	16·5	15·2	14·5	11·9

The figures for the last two years show very little variation, the only appreciable differences being in classes IV and VI. The average age in class VI has fallen considerably owing to two Kumars of advanced age leaving in April 1907, while in class IV the average age has increased owing to the promotion of two rather senior Kumars. The ages decrease proportionately to the educational standard of the classes.

Health

5. As usual the Agency Surgeon has been responsible for the Medical charge of the College, our own Hospital Assistant dealing with all the simpler cases and giving me a report on the Kumars' health every morning. The daily average number sick was ·8 as against ·8 last year. The Kumars, general health continues to be very satisfactory. As above mentioned one Kumar, Surajmal of Pal, died during the year of tuberculosis. He was one of the junior boys, but owing to his bright, happy nature was a general favourite. In memory of him the staff and Kumars have had his portrait painted and hung in one of the class rooms. Kumar Shri Chintamanrao of Sangli had an attack of enteric fever last autumn and Kumar Shri Ramwala of Bagasra had measles during the early part of 1908. With a view to prevent a recurrence of such a malady as enteric I have issued special orders that no milk and water are to be drunk that have not been previously boiled, and more care is being taken to disinfect the College gutters, and kitchen drains. "It is an ill wind that blows no body any good" and I am glad to say that on my making a representation of our need of a College Hospital, three past Kumars, His Highness the Nawab of Sachin, the Thakor Saheb of Rajkot and the Raja Saheb of Dharampur, have most kindly come forward and given the money to build one. The building is in course of erection and will be a handsome addition to the College premises.

Finances.

6. The Budget Estimates for 1908-09, together with details of Establishment, are given in Annexure E. These show an excess of expenditure over receipts amounting to Rs. 3,011-10-3. Since these figures were prepared in October last fuller information as to the amount of the grant from the Government of India with arrears from 1904-05 has been supplied, and when the grant has been received in full with these arrears, I am glad to be able to state that, as far as I can see, at the end of the year 1908-09 there will be no deficit to be paid by the States, no outstanding advances to be refunded, and a small balance to our credit. The advances referred to are mainly from the

Provincial Treasury and were made to enable us to meet current expenses during the year when the amount of the grant was not settled. The warmest thanks of the College are due to the Government of India for their liberality in the matter of the grant and they have added to our obligations by remitting entirely the pension contribution of the staff, which formerly was always a charge on our funds: this amounts virtually to an additional annual grant of roughly between Rs. 7,000 and Rs. 8,000. In other words our financial position will be, when the grant with arrears is received, extremely satisfactory, at all events as far as current receipts and expenditure are concerned. The smallness of our Endowment Fund I have elsewhere alluded to. Of the item of increased expenditure proposed for 1908-09, I am happy to say that many have been liberally sanctioned by the States.

Income and Expenditure.

A detailed account of the Income and Expenditure of the Rajkumar College for 1907-08 is given in Annexure F. The Government grant for the year not having been received is not mentioned in the actual receipts for 1907-08. The item Rs. 23,537-13-3 "Refund of pension contribution" was, as above mentioned, an unexpected addition to our receipts.

Expenditure from Imperial Funds.

No grant from the Government of India having been received, there is no expenditure to record under this head.

Expenditure by the States.

There is no special expenditure of this nature that is not mentioned in Annexure F.

Addition to the Endowment Fund.

There has been no addition except the annual one of the yearly interest, which is always added to the principal. The latter amounting to only Rs. 3 lakhs, the fund increases very slowly. In fact, beyond the addition of the yearly interest, no sum has been added to the Endowment Fund since the year 1891. The bulk of the fund has been subscribed by Kathiawar States, States outside Kathiawar, which have had Kumars educated here, having only contributed roughly Rs. 30,000. In order that the College may be self-supporting, which the Chiefs naturally desire, as they have more than once pledged themselves to make up any annual deficit, it appears that steps should be taken to increase our Endowment Fund, so that in time we may use the annual interest for current expenditure. This object might be gradually gained by (*a*) putting into force Resolution 5 of the Karbharis Meeting held on August 25th, 1897, as I have before suggested, a resolution to the effect that "every young Chief or Heir-apparent should on leaving the College make a donation to the Endowment Fund" and by (*b*) inviting Government to aid us in inducing Bombay Presidency States interested in the College, both inside and outside Kathiawar, to increase their contributions, where they have already subscribed, and to send us a donation, where none has been so far given. The urgent need of increasing our Endowment Fund has led me to write rather fully on the subject and I venture to think that both schemes that I have suggested are worthy of a trial.

Fees.

The actual amount of fees received from Kumars in 1907-08 was Rs. 31,143-15-8 against Rs. 30,000 estimated. This shows an advance of Rs. 2,580-0-4 on the fees collected in 1906-07. The chief reason for this increase is that there has been a slight rise in the numbers of Kumars. Last year the Karbharis at their Meeting resolved to put an end to the concession of a Rs. 25 per mensem fee allowed since 1903 to certain Kumars. The net result of this step so far has been that the College has already lost 3 Kumars, whose fees would have amounted to Rs. 900 during the year. On the other hand the Kumars, originally paying Rs. 25 per mensem, who remained at the increased fee of Rs. 50 per mensem, have added Rs. 1,500 to the fee receipts, which therefore benefited by the change to the extent of Rs. 600. Whether it is worth while for so small a gain to lower our already small numbers to such an extent is a doubtful point and demands the earnest consideration of the College Council. It is quite probable that next year will witness a loss of several Kumars and of another Rs. 1,800 in fees unless the Council again allows the Agent to levy a Rs. 25 fee where necessary at his discretion. As pointed out above our fees are very much higher than those levied at the other Colleges: at Ajmer and Indore, for instance, Kumars only pay Rs. 50

per annum in this respect, while our highest fee is Rs. 2,400 and lowest Rs. 600 per annum. The main reason for the lowness of our fees at present is the same as last year, *viz.*, the small number of Kumars from 1st and 2nd Class States attending the College. We trust this is only a temporary matter. When more State of these classes are represented there is every prospect of our fees amounting to at least Rs. 40,000 a year again, as they often used to do; such a sum with the Government grant will make the College more than self-supporting, as the Government of India, in addition to giving us Rs. 24,966 a year, have also remitted the payment of any pension contribution on the staff which was formerly paid out of College Funds: this is virtually equivalent to an increased grant of roughly Rs. 7,000 or Rs. 8,000 per annum. This remission of the payment of pension contribution was made after my last year's report was written, and the result of this increased liberality on the part of the Government of India will be that, as long as our numbers are preserved and the fees do not drop any lower than they are at present, I trust that there will be no further annual deficits to be paid by the States. This being the case, I hope that the Council, when the matter is put before them, will see that they can afford to be liberal, and allow a reduced fee of Rs. 25 to be levied occasionally from a Kumar or Kumars, whose only bar to being admitted to the College is the high amount of fees.

Athletic Fund.

Provision is made in the Budget for this, Rs. 800 a year being granted for the purchase of articles needed for games. This provides a nucleus, which the Kumars generally make use of, while they provide for any special article they may require out of their own pockets.

Temple Fund.

The Kumars continue to attend temples and mosques in the vicinity of the College, as we have none of our own. Just as the chapel of an English Public School plays an important part in the boys' lives, I think that the addition of a temple and mosque to our equipment would have most beneficial results.

Improvements made and projected Gifts.

7. Last July the "Ranjitsinhji Swimming Bath" was, by the generosity of His Highness the Jam Saheb, completed and declared open by the Agent to the Governor in Kathiawar. As I prophesied last year it has proved a handsome addition to the College buildings; its utility is increasingly apparent as there are now very few Kumars who are not very fair swimmers, while the prognostications that it would be a fertile source of chills and fevers have so far proved completely untrue. Swimming is a very fine form of exercise and its effects are evident in the improved physique of the boys. The College Gymnastic Instructor does the work of Swimming Instructor also.

Swimmig bath.

Hospital.

Owing to the liberality of three past Kumars, His Highness the Nawab of Sachin, the Thakor Saheb of Rajkot, and the Raja Saheb of Dharampur, the College will soon be in possession of a handsome Hospital building.

I must thank these gentlemen one and all most heartily for their ready response to my appeal for a cause, the necessity of which was becoming increasingly apparent. The designs of the building will be in keeping with those of the Gymnasium and Swimming Bath which are in the vicinity; the Hospital will contain two wards, entirely separated from each other, and the work is in the skilful hands of Mr. H. S. Davies, Agency Engineer, Kathiawar. Should more subscriptions be forthcoming in the future, the site is large enough to include quarters for two Nurses.

New porch to Vice-Principal's bungalow.

Lastly the Vice-Principal's bungalow has been much improved by the addition of a new porch.

Portrait of K. S. Surajmal of Pal.

A portrait in oils of this deceased Kumar has been presented by the staff and Kumars and hung in the first class room.

Library.

A few new books have been added to the Library, including the new "Times" publication "The Historian's History of the World."

Presents.

The Chief of Jath, a past Kumar, has presented us with two new miniature Martini-Henry rifles, and with new sets of billiard and pyramid balls, while Kumar Shri Indrasinhji of Bansda has very kindly paid for the completion of the repairs to the billiard table.

Prizes.

The Thakor Saheb of Rajkot, another past Kumar, presented a handsome Cup for a Kumars' Race at the 1908 Kathiawar Meeting, which he most generously intends to give for 10 successive years, and the staff are giving a Cup to be won annually by the best swimmer among the boys.

Requirements.

Laboratory appliances.

8. We are still in need of funds to bring our Laboratory up to date and I have asked the States to sanction a special grant of Rs. 1,000 for this object in the next year's budget. Mr. Hesketh, who has again examined the Kumars this year, reports that our supply of apparatus for ordinary chemical and physical experiments is very inadequate. (Rs. 1,000 has been since granted.)

Library.

Owing to our grant being increased by Rs. 100 per annum, a few new books have been added and others are being bought from reappropriations. We are very grateful for the increase that has been allowed to us.

Garden.

We still require additional labour in this direction and a skilful head gardener is still a desideratum. During the year I have been obliged to restock the rose-garden, for which object Rs. 100 were spent on new rose-trees from Poona. Owing to increased garden receipts, mainly from the sale of lucerne, this expenditure could be met. I am also spending Rs. 50 on the purchase of artificial manure as an experiment. The garden has been very efficiently superintended during the year by Kumar Shri Vira Wala, South Wing Master, to whom the credit for the increased receipts is mainly due, but the latter would be considerably larger if more labour were employed.

Sanitarium.

This subject has been mentioned above in paragraphs 5 and 7.

Racquet Court.

Repairs are still much needed.

Lighting.

The system of lighting the College Hall has been much improved by the addition of two 'Wonder Lamps,' for which a special grant of Rs. 125 was sanctioned. New lamps are required for the verandah of the Wing to replace the cocoanut-oil lamps, which are expensive and inadequate.

Fire Insurance.

I have again proposed a sum of Rs. 400 for this purpose in the coming year's budget, which I trust will be passed. The need is a most pressing one. (This has since been passed.)

School Work.

Recognition of Diploma by Universities.

9. The Bombay University is still unwilling to recognize our Chiefs' College's Diploma as equivalent to its Matriculation Examination. The result of this is that a Kumar, who obtained a Diploma with honours last year, and is now leaving the College, to work at an Arts College, has to join the Allahabad University instead of the one situated in his own Presidency. This seems somewhat anomalous.

Curriculum for 1907-08.

The course of studies for the year followed the lines laid down by the conference held at Ajmer in March 1904; it is shown in Annexure G together with the Time Table and a Table showing the number of boys following the different courses. The opinion that, judging by our experience here, I ventured to hazard in my last year's report, *viz.*, that all the Colleges were finding the 1904 curriculum too extensive and exacting, has proved to be correct, and the Government of India ordered a Meeting of the Principals at Ajmer last October to propose modifications. The proposals were embodied in a joint report of which the Government of India have since almost *in toto* expressed their approval. These changes will come into force from June 1908 and the Diploma Examination of 1909 will be conducted in accordance with the modified curriculum. The principal changes are (1) the omission of Drawing and compulsory Geometry, (2) simplification of the Arithmetic, English History and Indian History Courses. Minor changes proposed by the Principals, which will make the courses of the Colleges, save in the matter of Vernacular, practically identical, were also approved by the Government of India. Of the special subjects for young Chiefs, that of Land Revenue continues to present many difficulties owing to a lack of suitable text-books.

Diploma Class.—Six boys, two of whom have Diplomas already, one has just left to study in England, and one is not appearing in this year's examination owing to his work having been interrupted by a serious illness. Distribution according to classes.

Class	II	8 boys.
Class	III	7 ,,
Class	IV	6 ,,
Class	V	6 ,,
Class	VI	8 ,,
	TOTAL	41 ,,

This was held in September last by the College Staff. The marks for this examination are considered in addition to those obtained at the Annual Examination in awarding Prizes. Half-yearly examination.

As my last year's report could not contain the Examiner's Report on the Diploma Examination of 1907 I venture to refer to them here. In all 21 candidates were presented from Rajkot, Ajmer and Lahore, and our four representatives were 3rd, 4th, 6th and 8th in the final order. I was informed by one of the Examiners that the average of our candidates was the highest of all the Colleges, but I fear that with our small numbers it will be a long time before we reach such a standard again. This year we are unfortunate in that our best Kumar has been removed from the College for study in England before the examination. I venture to quote from the Examiner's General Reports for 1907, "The English written papers generally were of a very high level of excellence." Mr. Giles also remarks, "The papers in English History were better (than those in Indian History and Geography) especially at Rajkot and Lahore." Again, "The whole test is undoubtedly considerably superior to the Entrance test at the Indian Universities. In the very important subject of English the better Diploma candidates are up to the standard of the Intermediate Examination, while the English composition of a select few would be creditable to a University Graduate." Annual examination.

This year we are presenting 2 Kumars only in the Diploma Examination, but this report, being due on May 1st, cannot contain the marks assigned by the Examiners. But, as was the case last year, we have been allowed to assign our own marks to the papers of the Diploma Candidates in order to be able to place them relatively in their class at the end of School year and to settle the recipients of Prizes. The examination results of classes II to VI given below have been assessed here and are final results. Annexure I shows the results of the present examination, obtained in the manner above-mentioned in all subjects, and the award of Prizes, which are given on the year's work, including the September 1907 (terminal) and April 1908 (annual) examinations.

All Kumars passed in all subjects :— Diploma Class results.

Summary of Results of Examination.

Class.	Number of boys in classes.	Number examined.	Number passed in all subjects.	Number failed in one or more subjects.
Diploma Class	6	3	3	...
Class II	8	8	6	2
,, III	7	6	3	3
,, IV	6	5	5	...
,, V	6	6	4	2
,, VI	8	8	7	1

Altogether 36 Kumars were examined. Out of these 28 passed in all heads, *i.e.*, nearly 77·7 per cent.

Inspection.

Mr. Giles, late Officiating Director-General of Education, ended his work in India by inspecting us in March last, and it was a source of great gratification to us that one, who had known the College for so long, should close his official life by a visit to the Rajkumar College. He examined each class orally and saw the boys in all their branches of Athletics. His Inspection Report will doubtless be embodied with the Examiner's report on the Diploma Examination of 1908. Last year's report could contain no mention of his Inspection Report for 1907, as the latter was not received in time. Lest any who are interested should remain ignorant, I venture to quote one or two of Mr. Giles' remarks in this connection. He says that an expansion of our numbers is 'most desirable' (*vide* para. 3 'Distribution of the College'). Again, "The next three classes (*i.e.*, V, IV, III) containing six, seven, and four boys, respectively, were generally well instructed—in Class VI there were seven boys in five different stages of English and Vernacular—in Class II there were ten boys whose knowledge of English was excellent. I have nothing but praise to give as regards their out-door life, and their manners in and out of school are exceedingly pleasant and attractive. I may record my opinion that the College fully maintains the high reputation which it has earned in the past." On the other hand Mr. Giles criticized our teaching of Arithmetic and Science in some classes rather less favourably. This we are endeavouring to rectify.

Curriculum for 1908-09.

This is based on the 1904 curriculum (*vide* Annexure J) as modified by the proposals of the Principals alluded to in paragraph 9, 'Curriculum for 1907-08,' which have been approved by the Government of India. I feel confident that the effect of the changes will be a less incidence of work on the boys without any detriment to any particular subject.

Post-Diploma Course.

Since last year's report was written the opinions of the College Council have been invited on the necessity of a Post-Diploma Course for our Kumars. I have not heard what the opinion of the majority was. My own opinion remains the same as it was last year, *viz.*, that as long as we remain exclusive and our numbers small, such a Post-Diploma Course is not required. I beg to refer you to my No. 824 of December 10th of 1907. As far as I can see, any case of a Kumar here desiring to go in for the full 3 years' Post-Diploma Course, which presupposes his obtaining a Diploma as young as 16 years of age, will be most exceptional. At the most occasionally there might be a boy whose parents would like him to spend one year in this way; for such a Kumar the first year's curriculum of the Post-Diploma Course as being tried experimentally at Ajmer now might be tried here, and, as I pointed out in my letter referred to above, the existing staff could cope with this with the exception of the head "Administration," for which special expert instruction would be required. Diploma candidates are of two classes, those who are Minor Chiefs or Heirs-apparent, and those who as younger sons will have a Giras and may have to make their way in the world. For a boy of the former class I am still of opinion that, unless he gets his Diploma very young, necessarily an exceptional case, he would be more benefited by instruction in practical administration from a specially selected officer than by remaining at College in a Post-Diploma Course, while there are so few boys of the latter class here, and of that minority so few are likely to obtain a Diploma young, that for such the necessity of a Post-Diploma Course may almost be reckoned as non-existent, certainly at present, and in all probability in the future also. Finally I question the desirability, from the point of view of discipline, of allowing boys, who have finished their course and obtained a Diploma, to remain on at the College for possibly another 3 years.

Religious Instruction.

The arrangements remain the same as last year. The Hindu Kumars' prayers are conducted in their own rooms and the College Shastri lectures every Sunday afternoon. The Kazi superintends the Mahomedan daily Nimaz and lectures on Sundays. Mosques and Temples in the vicinity of the College are visited on special occasions.

Out-door life.

10. Enthusiasm for games and exercise of all sorts continues. Since the Swimming Bath was opened in July last nearly every boy in the College has become a swimmer. Bathing is indulged in once a day except during the

cold winter months. I am much indebted to the Vice-Principal, Messrs. Kavi, Kazi, and Kumar Shri Vira Mulu Wala for their constant and ready help in the Kumars' games.

Cricket.

In all 11 matches were played of which 4 were won, 2 drawn, and 5 lost. The staff do not assist the boys in matches. Kumar Shri Abdul Majidkhan of Savanur proved a very keen and successful Captain. The Rajkot Challenge Shield was won by the South Wing.

Football.

In all 6 matches were played of which 4 were won and 2 lost. The Manavadar Challenge Cup was won by the South Wing. Kumar Shri Umedsinhji of Dhrol was a successful Captain. The juniors have had some good matches with boys' teams from Rajkot.

Athletic sports.

The competition for the Kennedy Challenge Shield was held on April 15th. The Shield was won by the South Wing, who won almost all the events in the Athletic Sports. Kumar Shri Jalaludinkhanji and Kumar Shri Shivaysinhji between them carried off all the open events.

Inter-College Tournaments.

The Mayo College kindly invited us again last year to compete in Tournaments with them and the Aitchison College. We were unfortunately unable to go. Had we done so I fear that with our far smaller numbers we should not have met with much success, though we could quite hold our own with schools of our own size.

Inter-Wing Tournaments.

Cricket, Football and Athletic Tournaments have been held as usual and marked by the usual keenness and enthusiasm.

Tennis Matches.

The only Tennis Matches played have been against the past Kumars at the Annual Old Boys' Gathering (see below). The Tournaments with the Talukdari Girasia School, Wadhwan, could not take place (at the appointed date) on account of the weather, and no other date was available.

Mounted Cadet Corps.

Kumar Shri Madhavrao of Miraj Junior has made a smart and energetic Squadron Commander for the greater part of the year: he was ably supported by Kumar Shri Abdul Majidkhan as Right Troop Leader, Kumar Shri Chitamanrao as left Troop Leader, and Kumar Shri Vijaysinhji as Adjutant. During the last month or so the vacancies caused by the absence of Kumar Shri Madhavrao and Kumar Shri Chintamanrao have been successfully filled by Kumar Shri Kamaludinkhan and Kumar Shri Umedsinhji. The Squadron has done escort duty once during the year when they escorted His Highness the Maharajah of Kolhapur, a past Kumar, on his visit to the College in January last. Duffedar Rupsingh of the Bhavnagar Imperial Service Lancers has been their Instructor during the year. The Officers' Challenge Cup, presented by Mr. P. Hide, now Principal, Daly College, Indore, formerly Vice-Principal here, was won by Kumar Shri Madhavrao of Miraj Junior. The Tent-pegging Challenge Cup, presented by Kumar Shri Gumansinhji of Malia, a past Kumar, was won by Kumar Shri Abdul Majidkhan of Savanur, and the Junior Parade Cup, presented by Kumar Shri Abdul Majidkhan, fell to Kumar Shri Natwarsinhji of Bansda, after a keen competition, in which he only defeated Kumar Shri Abdul Rahimankhan by one mark. A time-table of out-door exercise is given in Annexure K. This necessarily varies owing to season.

Boarding Houses.

11. The arrangements remain as before, the Kumars living in the North and South Wings of the College Quadrangle, in charge of Wing Masters, who are always on the spot at night and at stated times, *i.e.*, when the Kumars are not in school, during the day. The two officers in each Wing are very helpful in maintaining discipline. The Mahomedan and Kathi Messes continue to progress and during the year a Rajput Mess has been formed consisting now of ten Kumars. Joining a Mess is voluntary and I am glad to say that complaints are rare and that the movement is far more popular than it was at first. There is no doubt about the economy of the system and as the Messes increase in size this point will be more noticeable. I desire to tender my thanks to the parents and guardians of the Kumars who have consented to waive their objection to a Messing system. There are 5 empty sets of quarters.

Conduct.

12. The general behaviour of the Kumars has been very satisfactory throughout the year and there has been only one case of serious misconduct. E

attribute this a good deal to the influence of the 4 Squadron Officers who correspond to Prefects in an English Public School, and who are every term becoming more alive to their responsibilities. Kumar Shri Abdul Majidkhan as head boy and Kumar Shri Madhavrao of Miraj Junior as Squadron Commander deserve particular commendation in this respect.

Imperial Cadet Corps.

13. Two Kumars joined the Imperial Cadet Corps in May last, Kumar Shri Gulam Jilani of Wai and Kumar Shri Ahmedkhan of Sachin. I am informed that the former came out first in the first year's examination, which is just over. I regret that we have no Kumars to send to the Corps in May next.

Other Noteworthy Events.

Annual Prize-giving.

14. This took place in July last year, the Prizes being presented by P. S. V. Fitzgerald, Esq., C.S.I., Agent to His Excellency the Governor in Kathiawar. The programme included a number of recitations and a performance of "The Trial Scene from Pickwick." Kumar Shri Abdulmajidkhan was awarded a Diploma with Honours. The College Hall was well filled, a very large number of past Kumars being present.

Council.

A meeting of the College Council was called for 20th March last, but no business could be transacted as only 3 Chiefs were present and the rules demand that there cannot be a quorum unless there are 4 Chiefs among the number. Accordingly the opinions of Members on the Agenda were invited by letter. The following are the present Members of the College Council :—

President :

1. His Excellency the Governor of Bombay.

Vice-President :

2. The Agent to His Excellency the Governor in Kathiawar (*ex-officio*).

Members nominated by Chiefs :

3. His Highness the Thakor Saheb of Gondal, G.C.I.E.
4. His Highness the Raj Saheb of Dhrangadhra.
5. His Highness the Rana Saheb of Porbandar.
6. The Raj Saheb of Vankaner.
7. The Thakor Saheb of Dhrol.
8. The Thakor Saheb of Wadhwan.
9. The Chief of Vadia.
10. Azam Vala Mulu Surag of Jetpur.

Members nominated by Government :

11. The Judicial Assistant to the Agent to the Governor in Kathiawar (*ex-officio*).
12. Major Wodehouse, Political Agent, Jhalawad.
13. Major Beale, Political Agent, Gohilwad.
14. Political Agent, Halar (*ex-officio*).
15. The Principal, Rajkumar College (*ex-officio*).

Old Boys' Gathering.

This was held in July last at the time of the Annual Prize-giving. The attendance of Old Boys, *viz.*, 41, was, I fancy, the largest on record. In spite of the bad weather the various games were all finished, the Old Boys winning the majority. These annual Meetings of past and present are most interesting, besides being helpful to the life of the College in every way, and to judge of the numbers of past Kumars that come, they are becoming increasingly popular.

Distinguished visitors.

Among prominent Old Boys who have visited the College during the year are the following :—His Highness the Maharajah of Kolhapur, His Highness the Jam Saheb of Jamnagar, His Highness the Raj Saheb of Dhrangadhra

the Raja Saheb of Dharampur, the Chief of Jath, the Raj Saheb of Vankaner, the Thakor Saheb of Rajkot, the Thakor Saheb of Wadhwan, etc. Other distinguished visitors have been His Highness the Maharajah of Idar, the R. C. Archbishop of Bombay, the Director-General of Education in India, the Major-General Commanding the Mhow Division, Mr. Chinubbai Madhavlal, C.I.E., and the Divan Saheb of Bhavnagar.

Installation.

No less than five past Kumars have been installed during the year. Their names and titles are :—

His Highness Ibrahimkhan, Nawab of Sachin.
Ramrao Amritrao Dafle, Chief of Jath.
Thakor Saheb Lakhaji Bawaji of Rajkot.
Khan Saheb Fattedinkhan, Chief of Manavadar.
Thakor Jorawarsinhji of Chuda.

At the present moment another past Kumar, Kumar Shri Ranjitsinhji of Baria, is awaiting his installation as Raja of Baria. Large parties from the College were present at the Rajkot and Manavadar Installation.

Obituary.

I regret to say that during the year five past Kumars have been removed by the hand of death, namely K. S. Akheraj of Vala, Sheikh Saheb Hussein Mia of Mangrol, Talukdar Bhupatsinhji of Shapur, Sardar Mahomedkhan, Shareholder of Sardargadh, and Raja Mansinhji of Baria. All of these used periodically to revisit the College and maintained their interest in its welfare, and their loss is keenly felt, while two of the numbers had sons educated here. I have already alluded to the sad death of K. S. Surajmalji of Pal, a present Kumar.

15. I cannot close this report without recording my grateful sense of the hearty co-operation and support of my staff throughout the year. The success of our Kumars in the last Diploma Examination (1907) was almost entirely due to their untiring efforts and it is owing to the same cause that I am able to state that the College has made favourable progress in all its departments during the year that has passed away. I believe that the staff are one and all attached to their work and I hail with satisfaction the steady growth among them of a spirit of unity, unselfishness and devotion to the best interests of the College. On the eve of leaving India on furlough I desire to thank them all very cordially and to express my conviction that the work of my successor will be much simplified by their efficient co-operation.

ANNEXURES.

ANNEXURE A.—List of College Staff on 31st March 1908.
,, B.—Withdrawals.
,, C.—Admissions.
,, D.—List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.
,, E.—Budget Estimates for 1908-09 and details of Establishment.
,, F.—Statement of Income and Expenditure.
,, G.—Schedule of work done during 1907-08, class time table and table of boys following different courses.
,, H.—Papers set for Diploma Examination. (See Appendix.)
,, I.—Detailed result of the Annual Examination.
,, J.—Curriculum for 1908-09.
,, K.—Time Table of Out-door exercises.

ANNEXURE A.

List of the College Staff.

C. Mayne, Esq., M.A., Oxford . . . . . *Principal.*
J. T. Turner, Esq., M.A., Cambridge . . . . *Vice-Principal.*

Native Assistants.

Mr. Rustamji Dhanjibhai Patel, F.E.A. . . . . *1st Assistant.*
,, Balwantrai Kalyanrai Thakor, B.A. . . . . *2nd* ,,
,, Nanalal Dalpatram Kavi, M.A. . . . . *3rd* ,,
,, Jehangir Sorabji Vevai, B.A. . . . . *4th* ,,
,, Badiuzzaman H. Kazi, M.A. . . . . *5th* ,,
,, Ichhashanker Prabhashanker Mehta, P.E. . . . *6th* ,,
,, Mansukhram P. Patel . . . . . *Wing Master.*
K. S. Vala Vira Mulu . . . . . ,,
Mr. Prabhudas Jethalal Parekh . . . . . *Clerk and Librarian.*

Medical Officers.

College Surgeon . . . . . *Agency Surgeon.*
Mr. Keshav B. Divatia . . . . . *Hospital Assistant.*

Drawing and Music.

Mr. Usman Bachal, 3rd Grade, Bombay School of Art . *Drawing Master.*
,, Gungaram B. Achrekar . . . . . *Music Master.*

Riding Master.

Daffedar Rupsingh . . . . . *Bhavnagar Imperial Lancers.*

Cricket Coach.

Vacant.

Gymnast.

Daffedar Kasiprasad . . . . . (*Not paid from College Funds.*)

ANNEXURE B.

Withdrawals during the year 1907-08.

No.	Names of boys.	Ages.		States to which they belong.	Period of their stay at the College.		Remarks.
		Years.	Months.		Years.	Months.	
1	Sheikh Gulam Jilani .	18	8	Wai . . .	6	8	
2	Kumar Shri Virawala .	19	3	Bagasra . .	10	5	
3	„ „ Raningwala	17	11	Jetpur . .	7	5	
4	„ „ Gagubha .	18	10	Rajkot . .	1	4	
5	„ „ Prathiraj .	16	8	Rajpara . .	3	3	
6	„ „ Ajitsinhji .	18	8	Gadhka . .	3	4	
7	„ „ Surajmal .	14	2	Pal . . .	4	11	Died on 26-5-1907.
8	„ „ Ahmedkhan	19	7	Sachin . .	3	8	

ANNEXURE C.

Admissions during the year 1907-08.

No.	Names of boys.	Names of parents.	States from which they come.	Date of joining.	Ages at the time of joining.	
					Years.	Months.
1	Raja Shri Fatehsingrao.	Raja Shahaji of Akalkot.	Akalkot . .	15th June 1907	12	9
2	Kumar Shri Bhupatsinhji.	Sajjansinhji . .	Wanta vadar, Dhrangadhra.	17th June 1907	9	6
3	Kumar Shri Shivaysinhji.	Devisinhji . .	Sardar, Jamnagar.	Ditto	16	7
4	Kumar Shri Pratapsinhji.	Jeevansinhji . .	Ditto	Ditto	12	9
5	Kumar Shri Dajirai .	Chandrasinhji .	Loons, Jamnagar.	Ditto	16	5
6	Kumar Shri Abdul Rahimankhan.	Sardar Abdul Karimkhan.	Savanur . .	17th November 1907.	..	..
7	Kumar Shri Ramrao	Meherban Venkatrao Bhave.	Ramdurg .	Ditto	12	1
8	Kumar Shri Bhavanisinhji	Kumar Shri Dipsinhji.	Gavridad .	2nd January 1908.	13	2
9	Kumar Shri Abhelwala.	Azam Vala Vajsur .	Jetpur . .	6th January 1908.	11	1
10	Kumar Shri Pushpsinhji.	Thakor Saheb Pratapsinhji.	Sanjeli . .	31st January 1908.	15	1

ANNEXURE D.

List of boys arranged according to classes, ages, length of residence and attendance, maximum, minimum and average age of classes, 1907-08.

Names.	Age on 31st March 1908.			How long resident in College.			Attendance from 1st April 1907 to 31st April 1908.				Maximum, minimum and average age of classes.
	Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with leave.	Absent without leave.	Total.	
Diploma Class.											Y. M.
K. S. Abdulmajid-khan of Savanur .	17	5	26	7	7	1	220	19	..	239	
K. S. Madhavrao of Miraj (Jr.) . .	19	..	17	5	2	2	158	81	..	239	
K. S. Vithalrao of Sangli . .	16	7	14	4	9	7	205	34	..	239	19-4
K. S. Chintamanrao of Sangli . .	18	1	18	4	9	7	180	59	..	239	16-7
K. S. Vijaysinhji of Rajpipla . .	18	2	1	7	2	11	224	15	..	239	18-1
K. S. Kajmaludin-khan of Manava-dar . . .	19	4	13	11	2	27	227	12	..	239	
Class II.											
K. S. Fattehsingrao of Akalkot . .	13	7	8	..	9	16	207	12	..	219	
K. S. Dipsinhji of Dhrol . .	17	9	22	7	8	30	207	32	..	239	
K. S. Umedsinhji of Dhrol . .	20	10	10	7	8	30	157	82	..	239	
K. S. Bhanwala of Bilkha . .	20	..	13	11	4	7	233	6	..	239	20-10
K. S. Narsinhdevji of Dharampur .	16	2	8	7	9	27	225	14	..	239	13-7
K. S. Prakramsinhji of Nandod . .	18	7	30	7	2	25	231	8	..	239	17-10
K. S. Jalaludinkhan of Radhanpur .	19	..	..	11	2	5	133	106	..	239	
K. S. Ramwala of Bagasra . .	16	5	28	8	4	19	198	41	..	239	
Class III.											
K. S. Pratapsinhji of Lathi . .	16	11	11	7	7	18	202	37	..	239	
K. S. Jorawarsinhji of Lathi . .	16	8	11	7	7	20	234	5	..	239	
K. S. Shivaysinhji of Jamnagar .	17	5	6	..	9	14	204	15	..	219	17-5
K. S. Dajiraj of Jam-nagar . .	17	3	12	..	9	14	206	13	..	219	14-4
K. S. Gagubha of Panch-Devda .	14	4	24	7	1	..	232	7	..	239	16-5
K. S. Pravinsinhji of Bansda . .	17	1	6	6	4	11	110	129	..	239	
K. S. Pushpsinhji of Sanjeli . .	15	3	21	..	2	..	57	3	..	60	

List of boys arranged according to classes, ages, length of residence and attendance, maximum, minimum and average age of classes, 1907-08—continued.

Names.	Age on 31st March 1908.			How long resident in College.			Attendance from 1st April 1907 to 31st April 1908.				Maximum, minimum and average age of classes.
	Years.	Months.	Days.	Years.	Months.	Days.	Present.	Absent with leave.	Absent without leave.	Total.	Y. M.
Class IV.											
K. S. Punjawala of Navania	16	4	6	3	4	14	223	16	..	239	
K. S. Abdul Rahimankhan of Savanur	14	..	..	..	4	15	110	16	..	126	17-3
K. S. Kanaksinh of Sayla	16	10	20	1	9	19	208	31	..	239	13-0
K. S. Amrawala of Bagasra	13	..	1	1	3	23	230	9	..	239	15-2
K. S. Bharatsinhji of Malia	13	5	17	4	4	14	235	4	..	239	
K. S. Kanthadwala of Jetpur	17	3	7	5	..	28	192	47	..	239	
Class V.											
K. S. Natwarsinhji of Bansda	12	9	7	2	4	9	234	5	..	239	
K. S. Jamiatkhan of Balasinor	13	4	22	3	4	17	227	12	..	239	18-5
K. S. Dansinhji of Lodhika	18	5	25	3	8	13	237	2	..	239	12-4
K. S. Karansinhji of Sayla	16	10	20	1	9	19	189	50	..	239	14-5
K. S. Amrawala of Luni	12	4	4	4	2	7	229	10	..	239	
K. S. Ramrao of Ramdurg	12	6	13	..	4	15	126	..	..	126	
Class VI.											
K. S. Harichandrasinhji of Muli	8	8	15	2	..	16	233	6	..	239	
K. S. Bhupatsinhji of Jamnagar	10	4	6	..	9	14	210	9	..	219	
K. S. Pratapsinhji of Jamnagar	13	7	..	..	9	14	203	11	..	219	13-7
K. S. Prabhatsinhji of Shahpur	13	5	..	2	3	24	231	8	..	239	8-8
K. S. Shivsinhji of of Kotharia	12	10	5	1	4	..	224	15	..	239	11-9
K. S. Jiwansinhji of Kotharia	10	4	2	1	1	14	219	20	..	239	
K. S. Bhavanisinhji of Gavridad	13	4	28	..	2	29	88	2	..	90	
K. S. Abhelwala of Jetpur	11	4	2	..	2	26	90	..	..	90	

ANNEXURE

Rajkumar College Budget

RECEIPTS.

Item No.	Particulars.	Actual receipts for 1906-07.	Estimated receipts as per revised budget for 1907-08.	Estimated receipts for 1908-09.	REMARKS.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	
	Opening balance .	11,753 13 8	11,753 13 8	5,787 13 5	
I	Fees from Kumars . .	28,889 11 8	30,000 0 0	30,000 0 0	
II	Garden Receipts . .	....	300 0 0	300 0 0	
III	Miscellaneous Receipts .	7 2 0	30 0 0	30 0 0	
IV	Contribution towards Accountant's pay . . .	432 4 10	350 0 0	250 0 0	
V	Interest of Endowments :—				
	Rs. A. P.				
	Sir James F. Medal 174 9 0				
	Macnaghten Medal 174 9 0				
	Diamond Jubilee Prize . . 174 9 0				
	Gondal Prize . 87 4 6				
	Macnaghten M. Prize . . 17 7 4				
		628 6 10	628 6 10	628 6 10	
VI	Government Grant . .	....	*86,295 11 7	24,966 0 0	
VII	Expected refund of the Pension Contribution . .	....	21,361 3 1	....	
VIII	Deficit to be met by the States	....	....	3,011 10 3	
	Advance received from the Provincial Treasury .	35,768 6 7	....	....	
	TOTAL .	77,479 13 7	1,50,719 3 2	64,973 14 6	

RAJKUMAR COLLEGE, RAJKOT,
October 26th, 1907.

* For

	Rs.	A.	P.
1904-05	11,750	9	11
1905-06	24,613	1	8
1906-07	24,966	0	0
1907-08	24,966	0	0
	86,295	11	7

E.

for the year 1908-09.

DISBURSEMENTS.

Item No.	Particulars.	Actual expenditure for 1906-07.	Estimated charges for 1907-08.	Estimated charges for 1908-09.	REMARKS.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	
1	Salary to College Staff	48,903 15 6	37,553 13 11	49,713 1 8	
2	Pension Contribution	4,755 7 1	1,208 13 11	....	
3	Contingencies	1,500 0 0	1,500 0 0	1,500 0 0	
	Do.	....	....	*300 0 0*	
4	Water charges	900 0 0	900 0 0	900 0 0	
5	Garden Establishment	881 0 0	774 0 0	774 0 0	
	Do. do.	....	....	*144 0 0*	
6	Garden Contingencies	726 0 0	726 0 0	726 0 0	
7	Conservancy Establishment	728 0 0	672 0 0	672 0 0	
	Do. Contingencies	320 0 0	320 0 0	320 0 0	
8	Library and Prizes	200 0 0	300 0 0	300 0 0	
9	Play-ground and Gymnasium	800 0 0	800 0 0	800 0 0	
10	Medicines	199 15 9	200 0 0	200 0 0	
	Do.	....	....	*100 0 0*	
11	Repairs to Buildings	2,583 2 10	2,500 0 0	2,500 0 0	
12	Engraving Marble Slab	30 8 0	50 0 0	50 0 0	
13	Medals and Prizes :—				
	Rs. A. P.				
	Sir James F. Medal 174 9 0				
	Macnaghten Medal 174 9 0				
	Diamond Jubilee Prize 174 9 0				
	Gondal Prize 87 4 6				
	Macnaghten M. Prize 17 7 4				
		628 6 10	628 6 10	628 6 10	
14	Quota of pension	794 5 0	1,006 6 0	1,006 6 0	
15	House-rent to Hospital Assistant	36 0 0	36 0 0	36 0 0	
16	Billiard Room Floor	....	200 0 0	....	
17	Lights for the Hall	....	125 0 0	....	
18	Refund of Advances :—				
	Endowment Fund 30,118 12 1				
	Provincial Treasury 64,562 1 0	....	94,680 13 1	....	
19	*Repairs to Vice-Principal's Bungalow —*				
	Rs.				
	Servants' quarters 1,200				
	Bhangis' room 350	1,354 4 11	750 0 0	*1,780 0 0*	
	Superintendence Charges 230				
20	*Fire Insurance of the College*	....	....	*400 0 0*	
21	*Scientific Apparatus*	....	....	*1,000 0 0*	
22	*Gymnastic Teacher*	....	....	*360 0 0*	
23	*Travelling Allowance to Staff*	384 14 0	....	*500 0 0*	
24	*Hamal for Bath*	....	....	*108 0 0*	
25	*Two class room clocks*	....	....	*36 0 0*	
26	*Increase in Hospital Assistant's pay*	....	....	*120 0 0*	
27	Closing balance	11,753 13 8	5,787 13 5	....	
	TOTAL	77,479 13 7	1,50,719 3 2	64,973 14 6	

C. MAYNE,
Principal, Rajkumar College.

RAJKUMAR COLLEGE, RAJKOT, BULGET FOR 1908-09.

Details of Establishment.

No.	Name.	Period.	Amount.	Total.
			Rs. A. P.	Rs. A. P.
1	Principal, Salary . .	From 1-3-1908 to 31-12-1908 at Rs. 1,200	12,000 0 0	
	Ditto . .	From 1-1-1909 to 28-2-1909 at Rs. 1,250	2,500 0 0	14,500 0 0
		Exchange Compensation at 6¼% .	....	906 4 0
				15,406 4 0
2	Vice-Principal, Salary .	From 1-3-1908 to 5-9-1908 at Rs. 600 per mensem . .	3,700 0 0	
	Ditto .	From 6-9-1908 to 28-2-1909 at Rs. 650	3,791 10 8	7,491 10 8
		Exchange Compensation at 6¼% .	....	468 3 0
				7,959 13 8
3	1st Assistant, Salary .	From 1-3-1908 to 31-8-1908 at Rs. 325	1,950 0 0	
	Ditto .	From 1-9-1908 to 28-2-1909 at Rs. 350	2,100 0 0	4,050 0 0
4	2nd Assistant, Salary .	From 1-3-1908 to 31-8-1908 at Rs. 275	1,650 0 0	
	Ditto .	From 1-9-1908 to 28-2-1909 at Rs. 300	1,800 0 0	3,450 0 0
5	3rd Assistant, Salary .	From 1-3-1908 to 31-7-1908 at Rs. 225 per mensem . . .	1,125 0 0	
	Ditto .	From 1-8-1908 to 28-2-1909 at Rs. 250	1,750 0 0	2,875 0 0
6	4th Assistant, Salary .	From 1-3-1908 to 31-7-1908 at Rs. 140 per mensem . . .	700 0 0	
	Ditto .	From 1-8-1908 to 28-2-1909 at Rs. 160	1,120 0 0	1,820 0 0
7	5th Assistant, Salary .	From 1-3-1908 to 31-3-1908 at Rs. 140	140 0 0	
	Ditto .	From 1-4-1908 to 28-2-1909 at Rs. 160	1,760 0 0	1,900 0 0
8	6th Assistant, Salary .	From 1-3-1908 to 31-8-1908 at Rs. 160	960 0 0	
	Ditto .	From 1-9-1908 to 28-2-1909 at Rs. 180	1,080 0 0	2,040 0 0
9	Wing Master, Salary .	From 1-3-1908 to 31-8-1908 at Rs. 130	780 0 0	
	Ditto .	From 1-9-1908 to 28-2-1909 at Rs. 140	840 0 0	1,620 0 0
10	2nd Wing Master, Salary	From 1-3-1908 to 31-7-1908 at Rs. 100	500 0 0	
	Ditto .	From 1-8-1908 to 28-2-1909 at Rs. 110	770 0 0	1,270 0 0
11	Clerk & Librarian, Salary	From 1-3-1908 to 31-3-1908 at Rs. 70	70 0 0	
	Ditto .	From 1-4-1908 to 28-2-1909 at Rs. 80	880 0 0	950 0 0
		GRAND TOTAL .	....	43,341 1 8

B.

RAJKUMAR COLLEGE, RAJKOT.

Subordinate Staff and Menial Establishment Budget for 1908-09.

Name.		Salary.	Total.
		Rs.	Rs.
Surgeon	100×12	1,200	
Cricket Coach	75×12	900	
Hospital Assistant	30×12	360	
Farrier	25×12	300	
Riding Master	15×12	180	
Shastri	15×12	180	
Kazi	15×12	180	
Music Master	20×12	240	
Drawing Master	20×12	240	
Jamadar	15×12	180	
Muccadum	12×12	144	
8 Peons	{4×9×12=432 / 4×8×12=384}	816	
9 Hamals	9×9×12	972	
5 Pagis	5×8×12	480	
TOTAL		....	6,372

ANNEXURE

Statement showing the Income and Expenditure

No.	Receipts.	Estimated Receipts.	Actual Receipts.
		Rs. A. P.	Rs. A. P.
	Opening Balance . .	11,753 13 8	11,753 13 8
1	Fees from Kumars	30,000 0 0	31,143 15 8
2	Garden Receipts	300 0 0	199 0 2
3	Miscellaneous Receipts	30 0 0	13 9 6
4	Contribution towards Accountant's pay . .	350 0 0	271 6 6
5	Interest of the Endowments :—		
	Sir James Ferguson Medal	174 9 0	174 9 0
	Macnaghten Medal	174 9 0	174 9 0
	Diamond Jubilee Prize	174 9 0	174 9 0
	Gondal Prize	87 4 6	87 4 6
	Macnaghten Music Prize	17 7 4	17 7 4
6	Refund of Pension Contribution paid by the Staff up to July 1907	21,361 3 1	23,537 13 3
7	Recovery of L. Allowance of Mr. M. P. Patel through Naja Wala Estate	....	10 0 0
8	Government Grant-in-aid	86,295 11 7	....
9	Amount advanced from the Provincial Treasury .	....	22,429 5 8
	TOTAL .	1,50,719 3 2	89,987 7 3

F.

of the Rajkumar College for 1907-08.

No.	Expenditure.	Estimated Expenditure.	Actual Expenditure.
		Rs. A. P.	Rs. A. P.
1	Salary to College Staff	37,553 13 11	46,305 5 8
2	Pension Contribution to do.	1,208 13 11	1,218 9 11
3	Contingencies	1,500 0 0	1,666 12 9
4	Water charges	900 0 0	900 0 0
5	Garden Establishment	774 0 0	774 0 0
	Do. Contingencies	726 0 0	725 14 3
6	Conservancy Contingencies	320 0 0	311 4 4
7	Do. Establishment	672 0 0	672 0 0
8	Library and Prizes	300 0 0	486 1 11
9	Play-ground and Gymnasium	800 0 0	749 13 9
10	Medicines	200 0 0	199 15 3
11	Repairs to Buildings	2,500 0 0	2,484 14 0
12	Engraving Marble Slab	50 0 0	49 14 0
13	Pension Quota	1,006 6 0	1,006 6 0
14	House-rent to Hospital Assistant	36 0 0	36 0 0
15	Billiard Room Floor	200 0 0	192 10 5
16	Vice-Principal's Porch	750 0 0	748 11 0
17	Wonder Lamps	125 0 0	121 10 8
18	Travelling Allowance	....	402 15 10
19	Ferguson Medal	174 9 0	174 9 0
20	Gondal Prize	87 4 6	87 4 6
21	Diamond Jubilee Prize	174 9 0	174 9 0
22	Macnaghten Music Prize	17 7 4	17 7 4
23	Macnaghten Medal	174 9 0	174 9 0
24	Refund to Endowment Fund and Provincial Treasury	94,680 13 1	....
	Closing Balance	5,787 13 5	30,306 0 8
	TOTAL	1,50,719 3 2	89,987 7 3

ANNEXURE G.

PROGRESS OF STUDIES, 1907-08.

Diploma Class.

ENGLISH :—

Prose—Stevenson's Black Arrow, Books I-IV . . . . (pp. 1-255 only).

Poetry—Shakespeare's King John, complete.

For oral examination only. *Extra Prose*—Explorations of Nansen.

Translation and Retranslation (into and from vernacular).
Composition.

VERNACULAR AND CLASSICAL LANGUAGES :—

(*a*) Gujarati :—

Abhimanyu Akhyan . . . . . pp. 1-87.
Composition.

(*b*) Marathi :—

Shastra Rahasya Navnita.
Composition.

(*c*) Urdu :—

Prose—Moharibati Misro Sudan . . . . . pp. 1-62.

Poetry—Musaddasi Hali . . . . . pp. 24-47.

Composition.

(*d*) Sanskrit :—

6 Lessons from Gole's First Course.

(*e*) Latin :—(For K. S. Vithalrao.)

HISTORY AND GEOGRAPHY :—

English History—1066 to 1714, Ransome.

Indian History—Marsden's History of India, complete.

Geography—General Geography of the World.

MATHEMATICS :—

Arithmetic—Whole, Lock and Lewis.

Euclid—Hall and Stevens' Book I, with easy deductions.

SCIENCE :—

Chemistry—Roscoe's Chemistry Primer, whole.

Physics—B. Stewart's Primer, whole, except Electricity.

LAW, POLITICAL ECONOMY, AND ADVANCED MATHEMATICS :—

(*a*) Law—Whitworth's Law Lectures, complete.
Ten Lectures on Jurisprudence from Notes.

(*b*) Political Economy—First Lessons of Walker . . . . pp. 1-115.

(*c*) Mathematics —

Mensuration—Tukaram's Mensuration, complete.
Algebra—Hall and Knight . . . . . pp. 1-177.
Geometry—Euclid, Books I, II, III (pro. 15).
(With easy deductions from Books I and II.)

Class II.

ENGLISH :—

Prose—R. Kipling, First Jungle Book . . . . . pp. 1-124.
Children of the Motherland . . . . . pp. 1-75, for a *viva voce* examination.

Poetry—Tennyson, Enoch Arden . . . . . Lines 1-617.
Recitation . . . . . Lines 1-209.

Composition—Descriptive Essays.

Grammar—Full Parsing.

Pathmala—Iravati, Chapter 20, or Marathi Series, II Part, whole.

PROGRESS OF STUDIES, 1907-08—*continued.*

Class II—continued.

VERNACULAR :—

Gujarati :—

Prose—Iravati . . . . . pp. 1-75.

Poetry—Nalakhyan . . . . . Lines 1-563.

Composition—Simple Essays.

Grammar—Full Parsing.

Translation—Children of the Motherland . . . . . pp. 62-74, 169-186.

Marathi :—

Prose—Anekavidya Multatva . . . . . pp. 1-78.

Poetry—Kekavali . . . . . St. 1-34.

Composition and Grammar—As above.

Translation—First Jungle Book . . . . . pp. 1-25.

Urdu :—

Prose—Safar Namah . . . . . pp. 110-134.

Poetry—Tohfatul Ikhwan, the whole.

Composition—As above.

Grammar—Easy Parsing and Class Notes.

Translation—Easy passages.

[*N.B.*—This is only the work of the second term as the Kumar reading Urdu was on leave the whole of the first term.]

HISTORY AND GEOGRAPHY:—

English History—The Empire History . . . . . 1066 to 1603.

Indian History—Marsden . . . . . Chs. 30-59.

Geography—The World, the United Kingdom excepted.

MATHEMATICS :—

Arithmetic—The whole, except Discount and Cube Root.

Geometry—Hall and Stevens, Book I . . . . . Theorems 1-22, Problems 1-8.

SCIENCE :—

Chemistry—Roscoe's Primer . . . . . pp. 1-90.

Physics—B. Stewart's Primer . . . . . pp. 1-76.

DRAWING :—

Freehand, Colour, and Model Drawing.

VOLUNTARY SUBJECTS :—

(*a*) Law and Political Economy :—

Political Economy—Wood's Primer of Political Economy . Chs. 1-9.

Law—Whitworth's Law Lectures . . . . . Chs. 1-14.

(*b*) Mathematics :—

Algebra—To Simultaneous Equations.

Mensuration, Tukaram's . . . . . Rules 1-17, except Rule 4.

Class III.

ENGLISH :—

Prose—Pictorial Geographical Readers : Europe : Lessons 9 to 22 (both inclusive).

Poetry—Recitation. The Execution of Montrose (Aytoun). Reading—the Burial March of Dundee I & II.

Extra Prose—Nelson and Wellington (Men of Renown).

Pathmala—Well's Part II . . . . . pp. 1-55.

Grammar—Full Parsing of easy words.

Composition—Short Descriptions.

PROGRESS OF STUDIES, 1907-08—*continued.*

Class III—continued.

VERNACULAR :—

Gujarati :—

Prose—"Karan Ghelo" . . . . . pp. 100.

Poetry—દલપત કાવ્ય ભાગ ૨ . . . . . { સંપ લક્ષ્મી સંવાદ. / જાદવાસ્થળી. / રાજવિદ્યાભ્યાસ.

Translation—Pictorial Geographical Readers : Europe : Lessons 9 to 22 (both inclusive).

Grammar—Parsing.

Composition—Descriptive Essays.

HISTORY AND GEOGRAPHY :—

English History—William I to Richard II.

Indian History—Marsden . . . . . Chs. 23 to 43.

Geography—North and South America and Europe (except United Kingdom).

MATHEMATICS :—

Arithmetic—Fractions, Decimals, Simple and Double Rule of Three, Practice, Simple and Compound Interest.

Algebra—Substituting values, Addition, Subtraction, Multiplication and Division.

Geometry—Definitions, Theorems 4, Problems 3 (without proof) from Hall and Stevens' Book I.

SCIENCE :—

Chemistry—Roscoe's Primer, pp. 1-45 (up to composition of water).

DRAWING :—

Freehand, Model and Colour Drawing.

Class IV.

ENGLISH :—

Prose—Stories for Young Children, pp. 1-33, and The New Orient Reader No. III . . . . . pp. 1-30.

Poetry—Words from the Poets' poems] . . . . . on pp. 68, 79, 147, 244, 291.

Pathmala—Well's Part I . . . . . pp. 34-81.

Composition—Story . . . . . 22-45.

Grammar—Simple Parsing.

Copy-writing—Nos. 4-5.

VERNACULAR :—

Gujarati :—

Prose—Rasmala, Part I . . . . . Chs. 8-9.

Poetry—Samal : Udyam Karma Samvad.

Recitation—200 lines.

Grammar—Elementary Parsing.

Composition—Simple Stories.

Translation and Dictation—From the text-books.

Persian :—

Prose—First Step in Persian . . . . . First 15 stories.

Poetry—Karima . . . . . 20 lines.

Grammar—All the twelve tenses.

Dictation—Copy-writing.

Translation into English from the text.

Easy Composition.

PROGRESS OF STUDIES, 1907-08—*continued.*

Class IV—continued.

HISTORY AND GEOGRAPHY :—

Indian History—Marsden's . . . . . pp. 1-50.
Geography—Asia complete . . . . . Countries and capitals of the world.

Map Drawing—Asia and Europe.

MATHEMATICS :—

Arithmetic—G. C. M., L. C. M., Reduction, Fractions, Decimals, Unitary Method, Simple Interest (to find out Interest, Amount and Principal).

SCIENCE :—

The Lever.

DRAWING :—

Freehand No. 2 and Colouring.

Class V.

ENGLISH :—

Prose—The New Orient Reader No. II . . . . . pp. 23-71, omitting poems.
Poetry—Children's Treasury of English Songs . . . . pp. 16-19.
Pathmala—Well's Part I . . . . . pp. 28-65.
Dictation and Copy-writing.

VERNACULAR :—

Gujarati—Section A :—

Prose—Book V . . . . . Lessons 27 to 55, 60 to 66 and 77 to 80.
Poetry—Lessons 19, 38, 44 and 48.
Grammar—Outlines of Grammar, complete. Simple Parsing from the Prose Book.
Dictation and Composition.

Marathi—Section B :—

Prose—Book V . . . . . pp. 155-194.
Poetry—Yamadharma and Savitri.
Grammar—Verb. Simple Parsing.
Dictation and Composition.

HISTORY AND GEOGRAPHY :—

Indian History—Mehta's . . . . . Chs. 10-19.
Indian Marathi History—Marsden's . . . . . pp. 118-207.
Geography—India complete and Countries and Capitals of Asia and Europe.
Map Drawing—India without tracing and Asia traced.

MATHEMATICS :—

Arithmetic :—

Section A—L. C. M., G. C. M., Reduction, Compound Additions, &c., Fractions. Tables 1×1 to $50'\times\frac{3}{4}$.
Section B—Arithmetic, the same (but easy Fractions). Tables 1×1 to $50\times\frac{1}{2}$.
Section C—Arithmetic, the same, except Fractions. Tables 1×1 to $50\times\frac{1}{2}$.
Section D—L. C. M., G. C. M., Simple Proportion, Fractions. Tables 1 to 30.

SCIENCE :—

Object Reader No. II . . . . . Lessons 1, 2, 3, 6, 9, 19, 20, 38.

PROGRESS OF STUDIES, 1907-08—*concluded.*

Class V—continued.

DRAWING :—

Freehand and Colouring.

Class VI.

ENGLISH :—

Section A—Newton, Infant Reader . . . . . pp. 34-65.
The New Orient First Reader . . . . pp. 1-27.
Section B—Orient Primer complete, Infant Reader . . . pp. 1-6.
Section C—The Alphabet. Orient Primer . . . . . 5 lessons.

PATHMALA :—

Section A—Wallace, First Lessons in English . . . . 1 to 7.
Copy-writing—Section A . . . . . No. 3.
Sections B and C . . . . . No. 1.

VERNACULAR :—

Gujarati—Section A :—

Prose—Gujarati, 5th Book . . Lessons 1 to 6, 13 to 18, 25, 26, 31, 39, 46, 53, 55, 72 to 79, 88, 92, 95, 96.

Poetry—Lessons 7-12, 24 and 38.

Section B :—

Prose—Third Book . . . . Lessons 1, 6, 7, 9, 10, 11, 12, 13-15, 17-23, 39-44, 57, 61, 62, 70, 71.

Poetry—Lessons 7, 8, 24, 30, 31.

Section C :—

Prose—Second Book . . . Lessons 1, 3, 4, 5, 6, 7, 8, 9, 36, 37, 38, 39, 44, 45.

Poetry—Lessons 2, 10, 15.

HISTORY AND GEOGRAPHY :—

Section A—History of Gujarat, Chavda, Solanki and Waghela Dynasties.

Geography :—

Section A—Countries, Capitals, Rivers, Mountains and principal Cities of India together with Kathiawar.

Section B—Geography, Part I, Kathiawar, complete.

Map Drawing—Bombay Presidency and India.

MATHEMATICS :—

Arithmetic :—

Section A—G. C. M., L. C. M., Reduction, Compound Addition, &c., Fractions (easy).

Section B—Additions, &c., G. C. M., and L. C. M. (easy examples).

Section C—Additions, &c., Divisions, and G. C. M.

Section D—Addition, Subtraction, Multiplication and Division (very easy examples).

Section E—Additions.

DRAWING :—

Freehand and Colouring.

RAJKUMAR COLLEGE, RAJKOT.

CLASS TIME-TABLE.

Winter Term.

Classes.	10—10-45	10-45—11-30	11-30—12-15	12-15—1	2—2-45	2-45—3-30	3-30—4-15
Diploma Class	Political Economy and Algebra.—Monday, Thursday. Revenue and Geometry.—Tuesday, Friday. Geometry (Con.).—Wednesday, Saturday.	English Prose.—Monday, Thursday. Extra English.—Tuesday. English Grammar.—Friday. Law and Mensuration.—Wednesday, Saturday.	Pathmala.—Monday, Thursday. English Prose.—Tuesday. Indian History.—Friday. Vernacular Prose.—Wednesday. Translation.—Saturday.	Physics.—Monday. English Composition.—Thursday. Arithmetic.—Tuesday. English Prose.—Friday. Extra English.—Wednesday. Physics.—Saturday.	English Prose.—Monday. Vernacular Prose.—Thursday. Chemistry.—Tuesday, Friday. Arithmetic.—Wednesday. Indian History.—Saturday.	Examination.—Monday. English History.—Thursday. Geography.—Tuesday, Friday.	Examination.—Monday. Vernacular Poetry.—Thursday. English History.—Tuesday, Friday.
Class II	Physics.—Monday, Thursday. Geography.—Tuesday. Indian History.—Friday. English History.—Wednesday, Saturday.	Vernacular Poetry.—Monday, Thursday. Vernacular Prose.—Tuesday. Grammar.—Friday. English Composition.—Wednesday. English Recitation.—Saturday.	English Prose.—Monday. Chemistry.—Thursday. Arithmetic.—Tuesday. Chemistry.—Friday. Extra English.—Wednesday. English Prose.—Saturday.	Mensuration.—Monday. Algebra.—Thursday. Law.—Monday, Thursday. English Poetry.—Tuesday, Friday. Pathmala.—Wednesday, Saturday.	Indian History.—Monday. Vernacular Composition.—Thursday. Algebra and Revenue.—Tuesday. Political Economy and Mensuration.—Friday. Geometry.—Wednesday, Saturday.	Examination.—Monday. Geography.—Thursday. English Grammar.—Tuesday. Geometry.—Friday.	Examination.—Monday. Extra English.—Thursday. Translation.—Tuesday. Arithmetic.—Friday.
Class III	English Prose.—Monday, Wednesday, Friday. Pathmala.—Tuesday, Thursday, Saturday.	English Poetry.—Monday, Thursday. English Recitation.—Saturday. English History.—Tuesday. Indian History.—Wednesday. Geography.—Friday.	Vernacular Prose.—Monday. Vernacular Poetry.—Wednesday, Saturday. Indian History.—Thursday. Arithmetic, Algebra.—Tuesday, Friday.	English Composition.—Monday. Arithmetic.—Thursday, Friday. Geometry.—Tuesday, Wednesday. Geography.—Saturday.	Gujarati Grammar.—Monday. Gujarati Prose.—Tuesday. Algebra.—Thursday. Extra English.—Friday. Chemistry.—Wednesday, Saturday.	Examination.—Monday. English History.—Monday. Translation.—Tuesday. Grammar.—Friday.	Examination.—Monday. Gujarati Composition.—Thursday. Gujarati Grammar.—Tuesday. Translation.—Friday.

CLASS TIME-TABLE—*continued.*

Winter Term—continued.

Classes.	10—10-45	10-45—11-30	11-30—12-15	12-15—1	2—2-45	2-45—3-30	3-30—4-15
Class IV	Geography.—Monday, Thursday. Pathmala.—Tuesday. Conversation.—Friday. English Prose.—Wednesday, Saturday.	Vernacular Prose.—Monday, Thursday. English Composition.—Tuesday. Arithmetic.—Friday. Pathmala.—Wednesday. Grammar.—Saturday.	Indian History.—Monday. Gujarati Copy.—Thursday. English Copy.—Tuesday. Vernacular Composition.—Friday. Arithmetic.—Wednesday, Saturday.	Examination.—Monday. Map Drawing.—Thursday, Wednesday. Science.—Tuesday, Friday. Gujarati Copy.—Saturday.	English Recitation.—Monday. Pathmala.—Thursday. Indian History.—Tuesday, Friday. Gujarati Poetry.—Wednesday, Saturday.	Examination.—Monday. Arithmetic.—Tuesday. Gujarati Dictation.—Friday.	Examination.—Monday. Arithmetic.—Thursday. English Prose.—Tuesday, Friday.
Class V	English Prose.—Monday, Thursday. Geography.—Tuesday. Arithmetic.—Friday. Map Drawing.—Wednesday, Friday.	Arithmetic.—Monday, Thursday. English Prose.—Tuesday, Friday. Arithmetic.—Wednesday. History.—Saturday.	Science.—Monday. Gujarati Prose.—Thursday, Friday. Gujarati Recitation.—Tuesday. Pathmala.—Wednesday, Saturday.	History.—Monday, Wednesday, Thursday. Gujarati Prose.—Tuesday. Conversation.—Friday. Gujarati Dictation.—Saturday.	Gujarati Copy.—Monday. Conversation.—Thursday. Examination.—Tuesday. Recitation.—Friday. Arithmetic Tables.—Wednesday, Saturday.	Examination.—Monday. Grammar.—Thursday. Pathmala.—Tuesday. Science.—Friday.	Examination.—Monday. Gujarati Copy.—Thursday. English Copy.—Tuesday, Friday.
Class VI	English Prose.—Monday, Tuesday, Thursday. English Dictation.—Friday. Map Drawing.—Wednesday, Saturday.	Arithmetic.—Monday, Thursday. History.—Tuesday, Friday, Saturday. Pathmala.—Wednesday.	Gujarati Prose.—Monday, Thursday, Friday. Gujarati Poetry.—Wednesday. Arithmetic.—Tuesday. Gujarati Grammar.—Saturday.	History.—Monday. Pathmala.—Thursday. Gujarati Prose.—Tuesday. Arithmetic.—Friday. English Prose.—Wednesday. Examination.—Saturday.	Gujarati Copy.—Monday. Gujarati Grammar.—Thursday. Gujarati Dictation.—Tuesday, Friday. Arithmetic Tables.—Wednesday, Saturday.	Examination.—Monday. Gujarati Poetry.—Thursday. Geography.—Tuesday, Friday.	Examination.—Monday. Gujarati Copy.—Thursday. English Copy.—Tuesday, Friday.

NOTE.—School hours on Wednesdays and Saturdays: (1) 10—10-45, (2) 10-45—11-30, (3) 11-30—12-15, (4) 12-15—1, (5) 1—1-30.

RAJKUMAR COLLEGE, RAJKOT.

Statement showing the number of boys following the different courses, 1907-08.

Class.	Number of boys in class.	SCIENCE OR CLASSICAL LANGUAGE.			VERNACULARS.			LAW, POLITICAL ECONOMY, LAND SURVEYING OR ADVANCED MATHEMATICS.	
		Science.	Classical language.		Gujarati.	Marathi.	Urdu.	Law, Political Economy, Revenue and Politics.	Advanced Mathematics.
			Sanskrit.	Persian.					
Diploma Class .	6	5	1	..	1	3	2	4	2
Class II . .	8	8	..	..	6	1	1	2	6
Class III .	7	7	..	..	7	..	..	..	..
Class IV . .	6	6	..	1	5	..	..	..	..
Class V . .	6	6	..	..	5	1	..	..	..
Class VI . .	8	..	..	..	8	..	..	..	..

ANNEXURE H.

Examination Papers.

DIPLOMA CLASS, 1908.

(See Appendix.)

ANNEXURE I.

Results of the Annual Examination, April 1908.

DIPLOMA CLASS.

No.	Subjects.	English.	History and Geography.	Compulsory Mathematics.	Vernacular.	Drawing.	Science or classical language.	Law, Political Economy or Advanced Mathematics.	Total.	
	Full Marks.	175	100	100	50	25	50	100	600	p. c.
1	K. S. Abdulmajidkhan .	124	63	90	34	*	30	*	341	* Not appeared.
									475	
2	„ „ Vijaysinhji .	107	62	65	37	*18	33	57	379	
							75			
3	„ „ Kamaludinkhan .	91	49	75	30	15	37	55	352	
							75			
4	„ „ Vithalrao .	Absent.								
5	„ „ Madhavrao .									
6	„ „ Chintamanrao									

Prize Winners :—K. S. ABDULMAJIDKHAN . . . . . Gondal Prize, Idar Prize, Diamond Jubilee Prize, Good-conduct Medal.

„ „ VIJAYSINHJI . . . . . Extra Class Prize, Macnaghten Science Medal.

„ „ VITHALRAO . . . . . Ferguson Medal for English speaking.

„ „ KAMALUDINKHAN . . . . . Special Prize.

Results of the Annual Examination, April 1908—continued.

CLASS II.

No.	Subjects.	English.	History and Geography.	Mathematics.	Science or classical language.	Vernacular.	Law and Political Economy or Advanced Mathematics.	Drawing.	Total.
	Full Marks.	250	150	100	100	200	100	100	1,000
1	K. S. Fattehsingrao .	207	119	88	65	156	54	78	767
2	„ „ Jalaludinkhan .	157	76	66	60	130	85	68	642
3	„ „ Bhanwala . .	115	98	81	42	137	77	73	623
4	„ „ Dipsinhji . .	150	61	80	49	118	50	45	553
5	„ „ Narsinhdevji .	127	66	50	48	96	64	65	516
6	„ „ Prakramsinhji .	108	67	50	42	129	46	35	477
7	„ „ Umedsinhji . .	91	66	57	30	122	63	34	463
8	„ „ Ramwala . .	67	29	41	23	69	19	17	265

Prize Winners :—K. S. FATTEHSINGRAO . . . . . Diamond Jubilee Prize.
„ „ BHANWALA . . . . . Extra Class Prize, Drawing Prize.

CLASS III.

No.	Subjects.	English.	History and Geography.	Mathematics.	Science or classical language.	Vernacular.	Drawing.	Total.
	Full Marks.	250	200	150	100	250	50	1,000
1	K. S. Dajiraj . .	157	139	91	56	166	20	629
2	„ „ Gagubha . .	130	143	75	40	179	37	604
3	„ „ Shivaisinhji . .	120	97	114	44	168	37	580
4	„ „ Jorawarsinhji .	153	84	96	24	189	20	566
5	„ „ Pratapsinhji of Lathi . . .	119	105	56	28	136	34	478
6	„ „ Pushpsinhji . .	66	39	24	12	137	20	298
7	„ „ Pravinsinhji . .	Absent.						

Prize Winners :—K. S. DAJIRAJ . . . . . Diamond Jubilee Prize.
„ „ SHIVAISINHJI . . . . . Extra Class Prize.

CLASS IV.

No.	Subjects.	English.	History and Geography.	Mathematics.	Science or Classical language.	Vernacular.	Drawing.	Total.
	Full Marks.	250	150	150	100	250	100	1,000
1	K. S. Bharatsinhji .	153	104	133	34	171	76	671
2	„ „ Amrawala (B) .	173	95	117	34	137	57	613
3	„ „ Abdulrahimankhan	136	87	58	47	148	63	539
4	„ „ Kanthadwala .	161	72	70	30	120	53	506
5	„ „ Punjawala . .	106	52	76	43	125	67	469
6	„ „ Kanaksinhji .	Absent.						

Prize Winners :—K. S. BHARATSINHJI . . . . . Diamond Jubilee Prize.
„ „ AMRAWALA . . . . . Extra Class Prize.

Results of the Annual Examination, April 1908—concluded.

CLASS V.

No.	Subjects.	English.	History and Geography.	Arithmetic.	Science.	Vernacular.	Drawing.	Total.
	Full Marks.	250	150	200	50	250	100	1,000
1	K. S. Natwarsinhji .	197	134	171	40	209	71	822
2	„ „ Ramrao . .	187	106	128	33	181	38	673
3	„ „ Amrawala (Luni) .	172	89	60	35	193	63	612
4	„ „ Jamiatkhan . .	143	90	88	25	192	39	577
5	„ „ Karansinhji . .	110	97	85	20	186	71	569
6	„ „ Dansinhji . .	95	73	82	22	171	71	514

Prize Winners :—K. S. NATWARSINHJI . . . . . Diamond Jubilee Prize.

CLASS VI.

No.	Subjects.	English.	History and Geography.	Arithmetic.	Vernacular.	Drawing.	Total.
	Full Marks.	200	150	200	250	100	900
1	K. S. Pratapsinhji (J.) . .	172	120	193	203	52	740
2	„ „ Prabhatsinhji . .	132	97	169	201	80	679
3	„ „ Harichandrasinhji .	147	105	107	213	47	619
4	„ „ Bhupatsinhji . .	138	102	99	171	41	551
5	„ „ Bhavanisinhji . .	107	33	177	139	51	507
			75		200		775
6	„ „ Jeevansinhji . .	98	37	177	118	38	468
			75		200		775
7	„ „ Shivsinhji . . .	87	45	146	128	53	459
			75		200		775
8	„ „ Abhelwala . . .	47	45	98	126	26	342
		115	75		200		690

Prize Winners :—K. S. PRATAPSINHJI (J.) . . . . Diamond Jubilee Prize.

„ „ PRABHATSINHJI . . . . Extra Class Prize.

ANNEXURE J.

RAJKUMAR COLLEGE, RAJKOT.

Curriculum for 1908-09.

Class.	Compulsory Subjects.					Optional Subjects.	
	English.	History and Geography.	Mathematics	Vernacular (one to be taken).	Drawing.	Science or Second Language (one to be taken).	Law, Political Economy, Land Revenue or Advanced Mathematics.
First Class (Diploma Class).	Text Books :— Prose—Charles Kingsley's Westward Ho ! Poetry—Shakespeare's Merchant of Venice. Extra English :— The Life of John Nicholson. Composition, including Grammar, Essay and Letter-writing. Translation and Retranslation.	History :— (English) Oman's Short History of England, Gardiner's Students' English History. (Indian) History of India, Wheeler's College History. Geography :— General Geography of the World.	Arithmetic :— Lock and Lewis.	(*a*) Gujarati :— Abhigyana Shakuntala Natak. (*b*) Marathi :— Prose—Chiplunker's Anek Vidya Multatva. Poetry—Navanita Mukteshwar Harichandra Verses. Composition and Grammar, Translation and Retranslation.	....	Science :— Physics—Balfour Stewart's Primer. Chemistry—Roscoe's. (Also practical knowledge of the instruments and process described.	Law :— Whitworth's Law Lectures. Notes on Jurisprudence. Political Economy—Walker's First Lessons. Surveying—Theoretical and Practical. Advanced Mathematics :— Algebra—Hall and Knight. Geometry—Godfrey and Siddons. Mensuration—Tukaram's.
Class II . .	Text Books :— Prose—Conan Doyle's Uncle Bernac. Poetry—Arnold's Sohrab and Rustam. Composition and Grammar—Translation from Gujarati—Maniram Chhabaram's old stories of Gujarat. Marathi—Anek Vidya Multatva Sangrah. Extra English—Noble's Cradle Tales of Hinduism. The wonderful century.	History :— (*a*) English : The Empire History, Ransome's Short History of England, Gardiner's Atlas of English History. (*b*) Indian : Marsden's History of India. Geography :— Geography of the World.	Arithmetic :— Lock and Lewis. Geometry :— Godfrey and Siddons.	(*a*) Gujarati :— Prose—Narmgadya, Ramayan, Mahabharat's Sar. Poetry—Premanand's Sudama Charitra. (*b*) Marathi :— Prose—Anek Vidya Multatva Sangrah. Poetry—Moropant's Kekavali.	(*a*) Freehand. (*b*) Model. (*c*) Colour Drawing.	Science :— Chemistry—Roscoe's Primer. Physics—Balfour Stewart's Primer.	Law :—Whitworth's Law Lectures. Political Economy—Walker's First Lessons. Advanced Mathematics :— Algebra—Hall and Knight. Mensuration—Tukaram's.
Class III . .	Text Books :— Prose—Longman's "Ship" Series, Africa. Poetry—Macaulay's Horatius. Extra English—Finnemore's "Men of Renown." Composition and Grammar. Translation. Well's Pathmala, Part II.	History :— English : Blackie's Introduction to British History. Indian : Marsden's. Geography :— General Geography of Asia, Europe and America.	Arithmetic :— Lock and Lewis. Algebra :— Hall and Knight. Geometry :— Godfrey and Siddons.	Gujarati :— Prose—"Karan Ghelo." Poetry—Dalpat Kavy's Forbes Virah and Vilas. Translation from "Africa." Persian :— Prose—Sad Hykayat. Poetry—Karima. Grammar—General.	Freehand, Model and Colour Drawing.	Science :— Chemistry—Roscoe's Primer.	

Class IV	English :— Prose—New Orient Reader No. III. Poetry—Vaughan's Words from the Poets. Composition—Fables, Anecdotes and Stories. Pathmala—Well's Part I. Copy-writing.	History :— Indian : Marsden's. Geography :— Ghose's Short Geography of the World.	Arithmetic :— Lock and Lewis.	Gujarati :— Prose—Rasmala. Poetry—Kavya Sankshep. Composition—Panch-Tantra. Urdu :— Moulvi Mohamed Ismail's Urdu II Book.	Freehand and Colour Drawing.	Science :— Simple experiment in Chemistry and Physics.
Class V	English Prose :— Nelson's Indian Readers, Book II or III. Poetry—Children's Treasury of English Songs. Pathmala—Part I. Composition, Translation and Retranslation, Reading, Recitation, Conversation. Copy-writing.	History :— Mehta's Gujarati History of India. Geography :— Bhugol, Part II. Map to be drawn.	Arithmetic :— Lock and Lewis.	Gujarati :— New Gujarati Readers, Books IV and VI. Grammar—Balvyakaran.	Freehand and Colour Drawing.	Science :— Object Reader No. II.
Class VI	English :— Nelson's Indian Readers, Book I or II. Wallace's First Step in English. Translation and Retranslation from Text Book. Copy-writing.	History :— Mahipatram's Short History of Gujarat. Geography :— Gujarati Bhugol, Part I.	Arithmetic :— Lalshanker's Ank Ganit.	Gujarati :— New Gujarati Readers Nos. I and V. Poetry from Do. Copy-writing.	Freehand.	

ANNEXURE K.

General Time-Table of Out-door Exercises, 1907-08—Winter Term.

Days.	Morning.		Evening.		Masters in charge.
	Seniors.	Juniors.	Seniors.	Juniors.	
Monday.	Riding School for all		Polo and Tennis	Cricket Nets	Mr. Turner and Daffedar — Morning. K. S. Vajubha and Vira Wala, Messrs. Thakor and Kavi — Evening.
Tuesday	Football for all		Cricket Nets	Tennis	Mr. Turner and Mr. Kazi — Morning. Messrs. Turner, Kavi, Vevai and K. S. Vira Wala — Evening.
Wednesday	Tent-pegging, etc.		Football		Mr. Turner and Daffedar — Morning.
Thursday	Cross-country Riding and Coursing.		Polo and Tennis	Cricket Nets	Mr. Turner and Daffedar — Morning. K. S. Vajubha and Vira Wala, Messrs. Thakor and Kavi — Evening.
Friday	Football for all		Cricket Nets	Tennis	Mr. Kazi — Morning. Mr. Turner, Mr. Kavi, Mr. Vevai, Mr. Kazi and K. S. Vira Wala — Evening.
Saturday	Formation Parade		Football		Mr. Turner and Daffedar — Morning.
Sunday	Cross-country Riding and Coursing.		Racquets, Tennis and Sports Practice		Daffedar, Wing Masters — Morning. Evening.

After March 18th Sports Practice take the place of Football.

REPORT ON

THE AITCHISON COLLEGE

LAHORE

THE AITCHISON COLLEGE, LAHORE.

Established 1886.

PATRON :

THE LIEUTENANT-GOVERNOR OF THE PUNJAB.

CHAIRMAN OF THE MANAGING COMMITTEE :

THE FINANCIAL COMMISSIONER.

F. A. LESLIE JONES, ESQ., M.A., *Principal.*
J. KELLY, ESQ., B.A., *Assistant Principal and Superintendent, Hindu and Sikh Boys.*
J. R. CORNAH, ESQ., M.A., *Assistant Principal and Superintendent, Moslem Boys.*
PANDIT LAKHSHMI CHANDRA, B.A., *Senior (Indian) Master.*
LALA JAGAN NATH, M.A., *2nd Master.*
SAYAD JALAL-UD-DIN HAIDAR, M.A., *3rd Master and House Master, B. H. No. 1.*
SHEIKH NASIR ALI, M.A., LL.B., *4th Master.*
SARDAR PRITAM SINGH, B.A., *5th Master and House Master*, B. H. No. 3.
MR. M. L. BANERJEE, B.A., *6th Master and House Master*, B. H. No. 2.
LALA SOHAN LAL, *7th Master.*

SUBORDINATE STAFF :

PANDIT SHRI CHANDRA, (Offg.) *Hindu Religious Teacher.*
MAULVI GHULAM-ULLA, *Muhammadan* ,, ,,
BHAI PARTAB SINGH GIANI, *Sikh* ,, ,,
M. ZIA-UD-DIN, *Drawing Master.*
DAFFEDAR AHMAD SHER KHAN, *Head Musahib, Moslem Boys.*
HAVILDAR NIHAL SINGH, ,, ,, *Hindu and Sikh Boys.*
KOTE-DAFFEDAR RAHIM BAKHSH, *Junior* ,, *Moslem Boys.*
HAVILDAR LABH SINGH, ,, ,, *Hindu and Sikh Boys.*
,, JOGA SINGH, *Gymnastic Instructor.*
DAFFEDAR AHMAD SHER KHAN, *Riding Instructor.*
SEPOY HARNAM SINGH, *Drill Instructor.*
LALA NAND GOPAL, *Head Clerk.*
,, SHIVRAM DAS, *Asstt.* ,,
HOSPITAL ASSISTANT HASHMAT ALI, *Doctor-in-charge of College Dispensary.*

MEDICAL SUPERINTENDENT :

The Civil Surgeon of Lahore.

From—F. A. LESLIE JONES, Esq., M.A., Principal, Aitchison College, Lahore,
To—THE HON'BLE MR. JAMES WILSON, C.S.I., President of the Managing Committee, Aitchison College, Lahore.

I have the honour to forward the following report on the working of the Aitchison College during the past year, for the information of the Managing Committee and Council of the College.

2. *Committee.*—I regret to report the death of Sardar Bahadur Arjan Singh, Chahal, member of the Committee of Management. The following nominations to the Committee have been made by His Honour the Lieutenant-Governor; His Highness the Raja of Chamba and Rai Bahadur Nanak Bakhsh, member of the Patiala Council of Regency.

3. *Staff.*—No change has taken place in the European staff of the College. The Hindu religious instructor, Pandit Bhanu Datt, has been unable, through illness, to perform his duties since October, and his place has been temporarily filled by Pandit Shri Chandra. Pandit Bhanu Datt has recently resigned his post and a permanent appointment will now have to be made. Otherwise there is no change to be recorded with regard to the Indian staff of teachers or musahibs.

4. *Numbers.*—At the end of the year 1906-07, there were 83 names on the College rolls of whom ten have left. There have been thirteen entries, making an increase of three in the total numbers.

Of the 86 boys, whose names are on the College books, four, while residing in the Aitchison College, receive their instruction at the Government College.

I am glad to be able to report that the average age of the boys who entered during the year was low (11 years and 4 months) and I think it is being more and more appreciated by parents and guardians that the advantages which the College has to offer, both as regards education and general training, are greatly minimised, if a boy is sent at an age when mental and moral habits are already formed.

The average daily attendance for the past three years has been—

1905-06	65·3
1906-07	62
1907-08	69·6

This is a satisfactory improvement on last year's record. Cases of overstayed leave have, I am glad to say, been rare.

5. *Curriculum.*—I have no change to record in the general curriculum of the College. Three boys joined the post diploma class which was instituted at the beginning of the year. The object of the formation of this class, which only provides for one year's reading, is to provide an occupation for boys who wish to read somewhat further than the diploma course. It not unfrequently happens that a boy after taking his diploma finds himself without any definite work; he may be waiting to obtain Government service or he may not be considered of ripe enough years to manage his own affairs; in either case there occurs a break which may have a deteriorating effect on the boy both mentally and morally. Partly in the hope of mitigating the danger of this evil by offering occupation for another year and partly in the hope of inducing boys who have got their diploma to go on reading for reading's sake, I asked for and obtained the provisional sanction of the Council for the institution of the class. The reading of the class has been very varied and wide in its range and I think that the experiment has proved a success.

6. The question of establishing a three years' post diploma course terminating in an examination of a value equivalent to that of the B. A. degree, is under discussion, but with the present staff of the College, the difficulties in the way of providing for the efficient conduct of such a course, without lowering the present standard of efficiency in the rest of the College, are very great. In the meantime, I think that the present post diploma class, though providing for only one year's reading, is of great service in the manner which I have already indicated.

7. In connection with the curriculum of the College I have to thank Mr. V. H. Wilson and Mr. E. M. Atkinson who have given me very valuable assistance and have enabled me to increase the amount of English teaching done by Europeans to a very considerable degree.

8. *Religious Instruction.*—A system of examination in the religious subjects has been instituted and will, I hope, result in more attention being paid by the boys to this very important branch of their work.

9. *Report.*—Mr. E. Giles, C.I.E., Officiating Director-General of Education in India, visited the College in April 1907. A copy of his report is attached. The report may, I venture to think, be considered favourable. Mr. Giles criticised unfavourably the pronunciation of English in the lower forms. So far as possible, I had tried to correct faulty pronunciation in these forms by giving them a certain amount of teaching in that subject by the European staff, but the amount that could so be given was very limited. In view therefore of Mr. Giles' recommendation, the Committee decided to appoint an English lady to teach English for three hours a day in the three lowest forms. Miss Bridges, who will take up her duties from the 1st of May, has been selected to fill the post. With this additional assistance I shall be able to place the English teaching of the College entirely in the hands of Europeans.

10. As a result of another of Mr. Giles' recommendations, a College stable of four horses has been started. The horses are used for giving riding instruction and practice to such boys as are unable to afford the expense of keeping a horse. A charge is made to cover the up-keep of the horses. In a short time I hope that every boy in the College will be a competent rider.

11. Improvement in the Science accommodation had been made in accordance with the suggestions of Mr. M. Hesketh, Acting Inspector of European Schools, Bombay and Central Provinces, who has associated with Mr. Giles in the inspection of the College. The science room has been moved to a spacious room at the top of the College and suitable tables for chemical and physical work have been provided and the accommodation is now, I believe, adequate for the purpose of the College.

12. *Diploma Examination.*—Ten candidates entered for the diploma examination and nine were successful. Lalit Chand obtained a distinction in every subject and obtained 476 marks out of 625, and was placed second of all the candidates for the Chiefs' College diploma.

A table showing the marks and distinctions gained by the candidates is attached to this report.

13. As a result of the suggestion contained in paragraph 10 of Mr. Giles' report I was directed to meet the Principals of the other Chiefs' Colleges at Ajmer in October 1907 with a view to unifying the diploma course at the various Colleges. As a result of this conference, a joint letter from the Principals, containing various recommendations as to the diploma examination, was forwarded to Mr. Giles, and those recommendations have since received the approval of the Government of India. Copies of the correspondence are attached to this report. The course of reading for the diploma will now, so far as local conditions permit, be assimilated at the four Colleges.

14. *Health.*—I am glad to be able to report that the health of the College has been good and that there have been no cases of serious illness. The daily average number of sick for the year was decimal 6. The hospital assistant, Hashmat Ali, continues to perform his duties in a very capable manner. Late in the year two cases of measles occurred. Neither case was severe and the spread of the infection was stopped by isolation.

15. *Finance.*—Tables showing the financial position of the College are attached to this report. It will be seen from the balance sheet that on the 31st of March there was a cash balance in the bank of Rs. 1,08,371. The probable amount, however, which is recoverable by Government from the College amounts to Rs. 85,046, so that the actual balance is Rs. 23,325.

It will be very much more satisfactory when the matter, which has been referred to Government, and is under consideration, has been definitely settled.

This balance does not include Rs. 2,59,545 invested in Government securities, nor Rs. 7,999 due for the personal expenses and fees of students.

The receipts and expenditure for the year including the full Government grant-in-aid and the sum to be refunded to Government amount to Rs. 89,621 and Rs. 85,515, respectively; a balance for the year's working of Rs. 4,106 is thus left.

16. *Discipline.*—The discipline of the College throughout the year has been good.

17. *Messing.*—The Muhammadan boys continue to mess together. Early in the year a Sikh mess was started, which I hope will grow in popularity and gradually come to include all the Sikh boys in the College.

18. *Games.*—Compulsory games continue to be played throughout the College and riding now forms a part of the general routine of the College. The College entered two teams for the hockey tournament in the hot weather, and one for the volunteer cup. The teams were unfortunate in being drawn against strong sides in the earlier stages of the competitions, but they played in a manly and sportsmanlike way. A tent-pegging competition was held against the Punjab Light Horse in which the College was successful.

19. This year the College sent a team to Ajmer to compete with the Mayo College in cricket, football, athletic sports, tennis and tent-pegging. They were defeated in all the competitions with the exception of football which was left drawn. The College cricket has certainly improved in the last year and I trust that when Ajmer visit us next year, the competition will be of a more equal nature.

20. Founder's Day was celebrated on the 19th of March, when Lady Gordon Walker kindly distributed the prizes at the sports at which a large number of guests were present. The challenge cups for the best athlete for tent-pegging and for tennis were won by Mahindra Singh, Muhammad Firoz Khan and Nihal Singh, respectively.

21. *Improvements.*—I have again to report that the building of the temple and dharamsala has not yet been begun. About Rs. 8,000 is still required for each building and I trust that it will soon be forthcoming, for I think that there can be no question of the importance of having suitable religious buildings in such an institution as this.

22. *Conclusion.*—In conclusion I have to thank my staff generally for the assistance which they have given me throughout the year and especially those who have taken up work outside the sphere of their ordinary duties. My special thanks are due to Mr. Kelly who has again undertaken the very arduous duty of controlling the games and to Mr. Cornah under whose supervision the College farm has greatly improved during the past year.

No. 149, dated Simla, the 13th May 1907.

From—E. GILES, Esq., C.I.E., Officiating Director-General of Education in India,

To—The Secretary to the Government of India, Foreign Department.

I have the honour to report that in accordance with the instructions contained in Government of India telegram, dated 22nd February 1907, I have visited the four Chiefs' Colleges, and have arranged for the holding of the diploma examination. I submit the following remarks on the four colleges and on the results of the diploma examination.

2. It appeared necessary to visit each college, so that I might become acquainted with the general condition of each and also ascertain how far preparation for the diploma examination had proceeded on uniform lines and how the examination could most suitably be conducted. I accordingly proceeded to Rajkot from Bombay on March 4th and was at Rajkot from the evening of the 5th until the morning of the 9th. I reached Indore on the 12th and halted there three days, reached Ajmer on the 19th and remained there till the 27th, and was at Lahore from the 2nd till the evening of the 6th. I thus spent sufficient time at each college to enable me to acquaint myself thoroughly with its general condition, while at the same time I was able to consult the Principals as to the diploma examination and the best method of conducting it.

3. As anticipated by the Government of India, it was necessary for me to employ the services of a member of the Indian Educational Service for the conduct of the examination, and I selected Mr. Marsh Hesketh (M. A., Oxon.)

of the Bombay Educational Department, because he had been Assistant Director of Public Instruction under me in Bombay, and also because he had a special knowledge of Science and Mathematics, subjects in which I felt that I could not usefully advise the Principals of the colleges and in which I gathered from Mr. Bell's reports that expert advice would be especially useful. Mr. Hesketh also, besides having taken a degree with high honours in Science, had in this country been acting Principal of an aided college (specially lent by Government) and also Head Master of the Elphinstone High School, Bombay. He therefore appeared to me to be unusually well fitted to conduct the examination, under my supervision. The detailed arrangements made for the examination and the additional assistance employed will be recorded later on in this report. I may, however, mention here that I personally examined all the candidates orally in English.

I now proceed to record my impressions on each college separately.

* * * * * *

7. *The Aitchison College, Lahore.*—I had not seen this college before, and had very little knowledge as to its scope and character. It is evident, from Mr. Bell's reports, that it has developed greatly since the reorganisation, not only in numbers, but in educational efficiency and in the general culture of the students. These, as a whole, are not so well off and more backward socially than the boys of the Rajkot and Mayo Colleges.

Site and buildings.

I was greatly pleased with the general plan and arrangement of the buildings. The college itself provides adequate and suitable accommodation, the boarding-houses are well planned and apparently excellently administered, and the grounds provide magnificent playing fields on which good turf can be maintained throughout the year. I have seen no cricket ground in India equal to the match ground at the Aitchison College.

Teaching staff.

The staff consists of three European and seven native teachers. Of the latter, three hold the M.A. degree and three the B.A. They are adequately paid, but the scale, which varies from Rs. 100 to Rs. 400, contains three places of Rs. 100—4—120. I recommend that, when funds permit, a more progressive scale of gradation should be considered. The native staff appeared to be generally efficient, but one or two of them seemed hardly equal to the task of instructing the younger boys in English. So far as is possible instruction in English at the outset of the school career should be given by an Englishman, and, failing this, by the best of the native staff. In two cases in the lower classes I did not consider the teachers' English to be clear or easily intelligible.

The classes.—There are six classes or forms in the school based on the custom of an English public school. I note that Mr. Bell took exception to this arrangement, but I see nothing to object to and consider that this is a matter which might safely be left to the discretion of a Principal. Rajkot has six classes and the Mayo College eight, but in each case the highest class is the diploma class, and if at Lahore the authorities choose to call that class the upper VI form, they can do so without, in my opinion, causing any trouble or confusion to an inspecting officer.

I inspected all the classes, giving, as usual, special attention to the teaching and proficiency of the boys in English. The next class below the diploma class (lower VI) had 7 boys. I did not consider that they were very promising for next year's diploma class, as neither in reading, recitation nor writing did they show more than moderate efficiency. In the 5th form containing 9 boys there was more promise. The reading was generally good and very fairly explained. Recitation was satisfactory, and the note-books were well written. The 4th form was in two divisions containing 8 and 10 boys, respectively. In the upper 4th there were 5 boys of advanced age who did not speak very clearly and were hardly equal in their command of English to boys in the lower 4th. One or two boys in the form did very well, and the writing of the class was satisfactory, while recitation was generally very moderate and the knowledge of Grammar elementary. The lower 4th was a much more

promising class, and their command of English, which they began only two years ago under the Principal, was excellent. Mr. Cornah gave a lesson in Geography in English before me, which the boys seemed to readily comprehend, and the Principal encouraged them in telling stories in English, which they did very creditably. Their reading and explanation were also good. The 3rd form, 10 boys, read the English book under the guidance of a native master who seemed efficient. They have some command of English in conversation, and recited very fairly, but rather too fast. I heard another native teacher give them a lesson in Geography, which was, on the whole, an intelligent performance. In the second form of 11 boys some were of such an advanced age that they are never likely to make much progress. One boy, over 15 years of age, had lately joined *as a scholar* and knew no English at all. This seems to be a waste of money. The class read their English book in a slurring manner which made comprehension difficult. The native teachers' English also appeared to me faulty. The boys understood what they had read, but the tone and accent were unsatisfactory. Form I was in two divisions. I first heard the reading of the upper division under a native teacher and had difficulty in understanding it. Afterwards Mr. Cornah took both divisions, in recitation and conversation, and the immediate improvement was significant. Mr. Cornah's method approached nearly to the direct method of teaching, and the class responded immediately, the boys being thoroughly interested.

I would especially note the system followed in this college of conversation in English and of encouraging the boys to practise the language by telling simple stories, which they make up themselves. The methods adopted are excellent.

My general impression was that great pains are being taken in the correct instruction of the classes, but that the material is not at present equal to that at Ajmer or Rajkot, the boys being generally more backward in education when they join and coming, perhaps, from homes which are socially less advanced.

General remarks.

Only a few of the boys ride, but those whom I saw in the riding school gave a creditable performance. I agree with the remarks made by Mr. Bell in his report of October 3rd, 1906, on this subject, and I think that the teaching of riding through the medium of three or four ponies maintained by the college might be considered, at all events in the case of those who are likely to ride when at home but who cannot afford to keep a horse at Lahore. The provision for all kinds of games and athletics is very satisfactory, and I believe that the recent visit to Lahore of the Mayo College team, with the friendly competitions that ensued, has done much to stimulate the boys of the Aitchison College, who were no doubt on this occasion somewhat over-matched, but who gave an excellent account of themselves when the relative strength of the two schools is considered.

I consider that the whole tone of the college is excellent. Some of the boys have not, perhaps, quite the same attractive manners that distinguish the pupils at Rajkot and Ajmer, but they are now under very careful training, and I think that continued progress in all directions may be confidently expected under the present staff and under the present Principal, who appears to possess in no ordinary degree the sympathy necessary to attract pupils of this special class, and the powers of organisation required for the general advancement of what is, in my opinion, a most interesting and valuable institution.

8. *The examination for the diploma.*—I now proceed to report the detailed arrangements made for the diploma examination. As soon as sanction was received to the employment of Mr. Hesketh, I directed him to visit the Rajkot, Ajmer and Lahore Colleges, which had diploma classes, to consult with the Principals as to the examination, to specially inspect the arrangements for teaching Science and to orally examine any Science candidates. Mr. Hesketh accordingly proceeded to Rajkot and Ajmer and met me at Lahore, where we discussed the examination fully and arranged for the pre-

paration of those papers which were common to all the colleges, such as English Composition, History and Geography, Mathematics, Advanced Mathematics and Science. As different books in English were read in the different colleges it was necessary to set separate papers on them. These were prepared also by Mr. Hesketh, except at Rajkot. I may add that several draft papers were shown to me by Mr. Hesketh and approved by me during our stay in Lahore.

The examination in the varnaculars and classical languages was necessarily taken by local men. Thus at Ajmer the paper in Sanskrit was set by the Professor of Sanskrit, Government College, the paper in Hindi by the Head Master, Government Normal School, Ajmer, and the Persian and Urdu papers by the Professor of Persian and Arabic, Government College, Ajmer. At the Aitchison College the paper in Urdu and Persian was set by the Assistant Professor of Persian, Government College, and the paper in Hindi and Sanskrit by the Assistant Professor of Sanskrit, Government College. The same gentleman set the paper in Hindu Law. At Ajmer the paper in Hindu and Muhammadan Law was set by Munshi Bishamber Nath, the leading local Vakil, and the papers in Land Surveying and Revenue by the two Extra Assistant Commissioners, who also took the practical test in land surveying. In all cases the papers were drawn up in consultation with the Principals. Proposals for remuneration to some of these outside examiners will be made later on in a separate letter when the cost of the examination is detailed. The Principals of the colleges examined in Drawing and Political Economy (taught largely from notes) at my request, but the papers in each case were finally scrutinised by Mr. Hesketh and me.

As regards the Rajkot College, I have pointed out, in paragraph 5, that of the four students in the diploma class, three had already received diplomas, and that the Principal did not wish to formally present the fourth student this year. The examination has been applied generally to the class, but it is unnecessary to detail the local arrangements made for examination in the vernaculars, etc., and I do not think that any expenditure on this account should be incurred. The examination was held for the satisfaction of the college authorities.

Mr. Hesketh has forwarded to me the answer papers of all those examined by him, and I have tested his decisions on them carefully. Similarly we have both scrutinised the awards of the outside examiners mentioned above. So far as I am able to judge, the written test applied to the diploma classes this year has been an exceedingly fair and reasonable test, and the whole details of the examination have, I believe, been carried out to the entire satisfaction of the Principals of the colleges.

The oral examination in English was taken by me, and I carefully tested each candidate in the books read, in conversation, and in his general acquaintance with the language. The time allotted to each candidate was about 20 minutes. Mr. Hesketh examined candidates where necessary in Practical Science and, as stated above, the examination in practical surveying at Ajmer was held by the Extra Assistant Commissioners, while at Lahore the Revenue papers were tested by Mr. Leslie Jones, I.C.S., late Settlement Officer at Lyallpur.

The results of the examination are shown in Appendix A to this report with the marks obtained by each candidate and the distinctions earned by them. The results are generally most creditable to the colleges. At Ajmer out of 7 candidates 5 obtained diplomas, and 3 of these have secured high marks, while Takht Singh, with 489 out of 625 marks, has passed with great distinction. This boy appeared to me to have very unusual abilities, and his work was remarkable not only for the full and accurate information displayed, but for the neatness of his hand-writing and his correct use of the English language. He is young and would with proper training, I believe, be a suitable candidate for the Indian Civil Service examination. In the Aitchison College out of 10 candidates 9 obtained diplomas, but I had some difficulty in awarding a diploma to Sher Bahadur Khan whose performance was very moderate throughout. In this class also one boy, Lalit Chand, is

conspicuous for general excellence. He obtained 476 marks out of 625, and is nearly equal in merit to Takht Singh of Ajmer. He also obtained distinction in every subject.

All the four Rajkot boys have passed the examination, but as I have said three got diplomas in 1906. The fourth boy, Abdul Majid Khan, has easily earned a diploma, but, as he is young, the Principal wishes to present him formally in 1908. Of the three other boys, Ghulam Jilani of Wai is unusually intelligent and well informed and is thoroughly fit for further study, which he will obtain to some extent in the Cadet Corps if he joins it as is proposed.

I subjoin some remarks on the diploma course as at present followed in the colleges. The course contains the following subjects, which are compulsory :—

(1) *English* (200 marks)—divided into four sections :—

(*a*) Composition and translation from the vernacular;

(*b*) Prose book or books read critically;

(*c*) Poetry book or books read critically;

(*d*) Oral examination. An equal value is assigned to all these sections.

(2) *History and Geography* (100 marks)—divided into three sections :—

(*a*) History of England;

(*b*) History of India;

(*c*) Geography.

Here the value assigned to English History is equal to that assigned to Indian History and Geography together.

(3) *Mathematics* (100 marks)—(*a*) Arithmetic; (*b*) Geometry—equal value assigned to each.

(4) *Vernacular*—50 marks.

(5) *Drawing*—25 marks.

The optional subjects are four in two groups :—

A. Science or a classical language, 50 marks for each.

B. Advanced Mathematics or Law and Administration, Political Economy and Surveying, 100 marks for each.

Each candidate has to select one of the subjects in each optional group. Thus each candidate is examined in seven different subjects.

I confess that when I first saw the curriculum I was of opinion that too many subjects were included in it, but a careful scrutiny of the papers set and the answers given has caused me to modify that opinion considerably. Thus the subjects included in (*b*) of the second Optional Group, *viz.*, Law, Political Science, Political Economy and Surveying (theoretical and practical), appear at first sight to be exceedingly formidable, but I find that practically the instruction given (largely by lectures and notes) is designed to introduce the students to these subjects, all of which are in themselves of importance and such as should eventually be studied with some care by an administrator in India. The title and sub-heads given to the whole subject are perhaps too grandiloquent, and I think that it would be safe to omit from it Political Science, Lectures on Hindu and Muhammadan Law and Elements of Jurisprudence, and to designate the whole of section (*b*) of Optional Group II—The Elements of Law and Administration, Political Economy and Surveying. I may add that the elementary instruction given in all the subjects appeared to have been sensible, and the knowledge shown by candidates was useful, except perhaps in the case of Hindu and Muhammadan Law.

the pupils, some relief might be found in this group. I also think that in the the pupils, some relief might be found in this group. Ialso think that in the

English head an attempt is made to read too many books critically. The Aitchison College read three poetry books and one prose book, the Mayo College three books, and the Rajkot College three books, all read critically. I am of opinion that it would be sufficient if one prose and one poetry book were read critically and a third book (this should be of an interesting nature), preferably in prose, was read for amusement and information without each sentence being dissected. This would at once lighten the actual work of the pupils, and would also perhaps induce in them a taste for reading English books at leisure. I asked several of the candidates if they did any reading of this kind, but they usually answered that they had no time, and I imagine that the critical preparation of three or four books in a foreign tongue is sufficient to damp the ardour of most Indian students for supplementary reading. I should, however, add that the English-written papers generally were of a very high level of excellence, and I noted with great satisfaction that the difficult subject of paraphrase had been thoroughly well treated in all the colleges. My oral examination in English was also greatly facilitated by the intelligence of the candidates.

In connection with the History and Geography head, I am certainly of opinion that the value of English and Indian History should be equal, and that the Indian History and Geography should not be rated so low as they are at present. It appears to me to be most important that these candidates should have a really sound knowledge of the History of India, but the answers received to a question which I set myself in the Indian History paper " Compare the condition of India in 1807 and 1907 " showed me that few, if any, were able to grasp the real state of things in India a hundred years ago. In fact, the general knowledge of English History was on the whole superior to the knowledge of Indian History. This should not be the case, and I should recommend that in future the aim should be to give the pupils a fair acquaintance with the general history of both England and India and a full knowledge of the history of the latter country, say from 1660 up to the present day, a period in which the connection of English and Indian History is gradually developed to its present position. Geography is also a subject of great importance, and my inclination would be to give 150 marks for the whole head and sub-divide them into three sections of 50 marks each.

My remarks on the History and Geography papers were that the knowledge of Indian History was generally disappointing, while in Geography there was a similar weakness. The papers in English History were better, especially at Rajkot and Lahore.

The work in Drawing was fair at all the colleges, but I think that the course followed at Lahore and Ajmer is very dull and might well be relieved by some colour work. At Rajkot the candidates did some good model drawing and some very nice brush work. It would be advantageous to have a simple and similar course laid down for the three colleges.

I have only to add that so far as I could judge the papers in the vernaculars, in classical languages and in Law, Adminstration, Political Economy and Surveying were in each case fair and sensible. The examiners appear to have exercised common sense in setting the papers and great care in assessing the answers given.

9. Mr. Hesketh has submitted a report on the examination which I attach in full. As shown in paragraph 6, a further report on the scientific equipments of the colleges will be submitted shortly. Mr. Hesketh in the letter submitted comments on the examination generally, and I may note that my remarks in paragraph 8 were written before I received this report. His opinions on the English books, on History and Geography, and Drawing are very much in accordance with my own, and this concurrent testimony will, I hope, be of value to the Principals of the colleges. As regards Mathematics and Science, Mr. Hesketh is an expert; and I need say no more than that I entirely concur with his remarks on Arithmetic.

It will be seen also that Mr. Hesketh has doubts as to he wide scope of the curriculum. I have given my opinion on this point already.

I entirely concur with Mr. Hesketh in his remarks in paragraph 11. Either the standard for a pass should be raised as suggested by him, or there should be no actual assignment of marks for each question in a paper, but the answers in each paper should be considered as a whole and success or failure declared. I am also not much in favour of granting " distinction " as the result of 66 or 67 per cent. of full marks. Nor do I think that it is quite satisfactory to award separate " distinction " (*e.g.*, in Drawing 18 out of 25). I should much prefer to classify the work of the candidates, as is done in an Oxford Honours List, on the consideration of each paper as a whole, and to award 1st, 2nd and 3rd class diplomas accordingly. By a niggling system of marks a candidate may obtain one or two marks in each question attempted, secure the minimum required in the subject, and obtain a diploma which he really does not deserve as he has no real and thorough knowledge of his subjects. This has occurred certainly in one case in the recent examination.

Finally, I agree with Mr. Hesketh in his estimate of the value of the whole test. It is undoubtedly considerably superior to the Entrance test at the Indian Universities, and no University need have any hesitation in accepting it as equivalent. In the very important subject of English the better diploma candidates are up to the standard of the Intermediate examination while the English composition of a select few would be creditable to a University graduate.

10. I venture to suggest that, if Government concur in thinking that there is reason for some reconsideration of the diploma course and the present examination test, extracts from this report and copies of Mr. Hesketh's letter No. 564 of May 3rd should be sent to the four Principals, and they should be asked to consider the questions raised among themselves (it would be very advantageous if the Principals could meet for personal conference) and eventually to submit a joint report on the subject. It will be seen that no radical changes have been proposed and no violent dislocation of the existing system. This would probably be undesirable under any circumstances. It is obviously out of place in the case of institutions which are under able and experienced Principals and the general efficiency of which is beyond question.

11. I have been directed to report on the future inspection and examination of these colleges. I have done so in a separate letter as it appears to me to be desirable that this report should deal with the colleges, their present condition and the diploma examination lately held.

I also shall submit a separate report regarding the expenditure on the recent examination and the honoraria proposed for examiners.

No. 564-B., dated Bombay, the 3rd May 1907.

From—M. HESKETH, Esq., Acting Inspector of European Schools, Bombay and Central Provinces,

To—The Director-General of Education in India.

I have the honour to report on the Chiefs' Colleges' diploma examination which was held on Monday, 8th April 1907, and following days, according to the accompanying time-table. The papers in the Vernaculars, Second Languages, Drawing, Law, Political Economy and Revenue were set and assessed locally at each college, as were also the papers in English prose and poetry books at Rajkot.

2. I will consider the different subjects in detail :—

English.—On the whole the English work was very satisfactory, and the majority of the Kumars showed that they had a fair command of the language. In this respect, I should say they were on a par with Intermediate students of the Bombay University. A few boys, however, were distinctly weak and hardly up to the level of a diploma class.

The following prose books had been read :—

Ajmer.— Blackie's 'Self-Culture.'

Lahore.—' Westward Ho' (Abridged Edition).

Rajkot.—' Silas Marner.'

Mr. Waddington's choice of a difficult book like Blackie's 'Self-Culture' was justified in the case of 2 or 3 of the candidates, but the work of the others was poor, and an easier book would probably have been more suitable in their case. The work of the class must have been affected throughout by the presence of one or two boys very much below the level of the others.

At Lahore most of the candidates showed that they had grasped the main facts of the story of 'Westward Ho.'

The Rajkot text-book 'Silas Marner' hardly seems suitable for Indian boys.

As regards the general question of reading books, I am inclined to think that an attempt should be made to read two prose books in the year. One might be an easy modern book of adventure or travel, and the other a book of a more serious nature, *e.g.*, a standard biography.

In English poetry the following were the subjects :—

Ajmer.—Passing of Arthur.

Lahore.—Julius Cæsar. Coming and Passing of Arthur. Lady of the Lake—Cantos I & III.

Rajkot.—Henry V.

There were several really good papers, and on the whole the candidates did better than in the paper on the prose books.

In spite of the large amount offered, I found that the Lahore candidates had a very fair knowledge of all the books, and I should be inclined to recommend one play of Shakespeare, and a few hundred lines of fairly easy poetry, *e.g.*, Marmion, as the minimum. It is, of course, not necessary that the books should be read very critically, but I am strongly of opinion that a large quantity both of prose and poetry should be done.

It is a question whether in the diploma examination it is necessary to give two papers of three hours' duration each on the English books. Possibly one general paper, containing broad questions on the books read, pieces of unseen prose or verse for explanation and questions on current events might suffice. I suggest the latter to ensure boys reading newspapers regularly. Possibly one or two questions based on a book like Lee-Warner's 'Citizen of India' might also be included.

3. *History and Geography.—English History—*

Ajmer	The whole.
Lahore	1688—present time.
Rajkot	1603—1820.

The work on the whole was very fair, but many of the Ajmer candidates seemed to have found the subjects too large for them, and it might perhaps be better if the later portion only was prescribed. Special attention should, I think, be paid to the reign of Victoria. At Rajkot they appear to have stopped at 1820.

Indian History.—The work was only fair. The answers to a question asking for a comparison between the condition of India in 1807 and 1907 were disappointing, and showed that the candidates had not really grasped the state of affairs previous to British rule. The Ajmer candidates had read 'Dalhousie' (Rulers of India Series) and the Lahore candidates Macaulay's Essay on 'Clive,' but the answers to questions on these two books were poor.

Geography.—The knowledge shown was rather vague. Many of the candidates drew good maps of India. The course prescribed is the general Geography of the world, but I think a detailed knowledge of India and the British Isles should be insisted on. The subject is a very difficult one, and I believe that the only way of teaching it efficiently is to make out a complete scheme which should include Physical Geography for all the classes in each college. The lowest class would begin by drawing a plan of the class room and then of the college buildings and grounds. They might then study a map of the immediate neighbourhood on a large scale, so as to learn to 'read' a map intelligently and so on. Geographical readers might be introduced

with advantage. Great stress is laid at the present time on the use of pictures or magic lantern slides, and there are many other ways in which the subject can be made interesting.

4. *Mathematics.*—The principles of Arithmetic were well known, and the results were good. The methods were not always satisfactory. The 'Unitary method' has been adopted at Ajmer and Lahore, and it should be introduced at Rajkot, where the work is still on very old-fashioned lines. Pendlebury's 'Arithmetic' which is used at Ajmer is unsuitable, as it contains sums in English money only, and 'Lock and Lewis,' which is used at Lahore, or a similar modern book, should be substituted for it. The use of Gokhale's 'Arithmetic' at Rajkot might also be discontinued with advantage. As regards the curriculum laid down, Practice, Recurring Decimals, and Cube Root should be omitted, and personally I think that what is called 'True discount,' which is never used in ordinary life, might also be left out. As regards Chapters XXXIII-VIII of Pendlebury, prescribed at Ajmer for the diploma class, I doubt whether much good results from working out problems on taps and cisterns and the hands of a watch, and the time thus spent might be more profitably devoted to a little Elementary Algebra or even to some other subject altogether. A short test paper once a week ought to be sufficient to prevent a boy in the diploma class forgetting what he has learnt previously. More attention should be paid to decimals and approximation. Practice in Mental Arithmetic should be given in all classes as it teaches accuracy and quickness.

Mensuration.—It scarcely seems to be necessary to treat this as a separate subject. The only part which cannot be legitimately considered as coming under the head of 'Arithmetic' is the well-known proposition that the area of a triangle is half the product of the base into the altitude, and this could be taught in a couple of lessons. The practical application of the proposition belongs to Surveying.

The mensuration of the circle and cylinder which involve the knowledge of 2 or 3 simple formulæ might perhaps be included.

Geometry.—Some of the work at Ajmer was very poor. At Lahore Euclid has been replaced by Geometry, and I am strongly of opinion that this course should be followed at the other colleges. The present method of teaching Euclid without giving the boys simple riders and exercises has little or no value. It is necessary that a boy should not only understand, but also be able to apply, geometrical methods. A suitable text-book is Godfrey and Siddons Elementary Geometry (Cambridge University Press), and the first 158 pages might be prescribed. This is the subject-matter of Euclid, Book I, together with Practical Geometry. It is not absolutely necessary, however, to prescribe any text-book.

5. *Drawing.*—I think the subject would be found much more interesting and instructive if the lines of the Bombay 1st Grade Art Examination were followed. This includes free-hand, colour drawing, memory drawing and geometrical drawing. Burn's coloured copies are used at Rajkot. Boys thoroughly enjoy the colour drawing, while the memory drawing is a valuable training. If a boy showed special aptitude, there is no reason why he should not do more advanced work on the same lines.

6. *Science.*—On the whole the paper was well done, and at Ajmer and Lahore the candidates performed simple experiments satisfactorily.

As regards the equipment of the colleges and the curriculum, I propose to address you later.

7. *Advanced Mathematics.*—The work of the candidates in this subject was good. Elementary graphs might be introduced into the Algebra. The Geometry should be on the same lines as I have indicated for the Compulsory Mathematics, and should include the subject-matter of the first 3 books of Euclid. Advanced Mensuration might be omitted.

8. On the whole, I was favourably impressed with the work of the candidates. I have already given my opinion as to the English, and in other subjects I think the work was considerably above the average of that done by Matriculation and School Final candidates in the Bombay Presidency. There

seems to be every justification for considering the diploma examination as equivalent to the University Entrance Examination. At the same time all boys who are likely to join a University College afterwards should study a classical language. I consider Takht Singh (Ajmer) as the best of the candidates, but Ghulam Jilani (Rajkot) and Lalit Chand (Lahore) were not far behind.

9. As regards the scope of the examination, I am inclined to think that the candidates are over-burdened with subjects, and that it might be better to postpone the study of Law, Political Economy, Revenue and Surveying until they have completed their general education.

10. I notice that three of the Rajkot candidates obtained the diploma last year. It seems to have been rather a waste of time for them to repeat the diploma course, and I think that they might have done more advanced work. The present diploma examination is most suitable for boys of average ability, but it is too easy for the really clever ones. It, therefore, seems necessary to provide something in the nature of a post diploma course at all the colleges. I believe that this has already been done at Ajmer.

11. This year the following standard of marks required to pass the examination was adopted :—

For ' distinction,' 67 per cent.

For a pass, 33 per cent. in English and the aggregate, and 25 per cent. in other subjects.

I am inclined to think that this standard is rather low, if straight forward papers are set. Although I marked the papers fairly strictly, I am doubtful whether one or two of the successful candidates really deserved to pass. The percentage might be raised from 33 to 40 in the case of English and the aggregate and from 25 to 33 in the case of other subjects, but a good deal of discretion should be allowed to the examiner. Candidates might also be divided into classes according to their aggregate marks. Sixty-seven per cent. might be fixed as the minimum for a first class and 50 per cent. for a second class. The holding of a common diploma examination is probably stimulating to all the colleges, and a special prize or medal might be awarded to the candidate who comes out at the head of the combined list.

Detailed Result of Diploma Examination, 1907.

Name of candidate.	English.					History and Geography.				Mathematics.			Vernacular.	Drawing.	Science or classical language.	Advanced Mathematics or Law, etc.	Grand Total.	Remarks.
	Composition and Translation.	Prose.	Poetry.	Oral.	Total.	English History.	Indian History.	Geography.	Total.	Arithmetic.	Geometry, etc.	Total.						
Maximum Marks.	50	50	50	50	200	50	25	25	100	50	50	100	50	25	50	100	625	
1. Lalit Chand of Amritsar	35	36	34	30	135	41	16	19	76	37	48	85	40	18	36	86	476	H., S., M.
2. Sudarshan Singh of Amritsar	36	22	37	35	*133	29	19	17	65	29	47	76	24	19	33	67	417	U., Sci., L.
3. Bhagat Chand of Jubbal	27	22	23	30	102	25	20	20	65	15	43	58	23	19	33	65	365	U., Sci., L.
4. Ala Bakhsh Khan of Shahpur	30	18	21	40	109	41	19	7	67	22	34	56	24	8	26	55	345	U., P., L.
5. Mahindro Singh of Hoshiarpur	33	11	17	32	93	18	11	18	47	33	45	78	21	18	28	53	338	U., Sci., L.
6. Darshan Singh of Wahali	28	19	26	17	90	23	12	7	42	33	41	74	28	13	17	70	334	U., S., M.
7. Ghulam Ali of Khairpur	33	24	20	35	112	30	13	7	50	19	13	32	22	13	31	49	309	U., P., L.
8. Makbul Khan of Las Bela	30	17	21	35	103	20	5	11	36	17	33	50	18	20	18	33	273	U., Sci., L.
9. Abdul Wahab of Sirsa†	16	17	4	15	52	7	8	12	27	38	37	75	28	14	25	37	258	U., P., M.
10. Sher Bahadur Khan of Peshawar.	28	16	17	20	81	17	13	16	45	17	14	31	18	10	23	48	257	U., P., L.

U. = Urdu.
H. = Hindi.
G. = Gujrathi.
M. = Marathi.
P. = Persian.

S. = Sanskrit.
Sci. = Science.
M. = Advanced Mathematics.
L. = Law, Political Economy, etc.

* 3 marks added to give distinction.
Total 133
Grand Total 417
† Failed in the examination.

No. 1029-B., dated the 31st May 1907.

From—M. HESKETH, Esq., M.A., Acting Inspector of European Schools, Bombay and Central Provinces,

To—The Officiating Director-General of Education in India, Simla.

I have the honour to report as follows on the science equipment of the Mayo, Aitchison and Rajkumar Colleges.

2. A new laboratory is being built at the Mayo College, Ajmer, which will more than suffice for the needs of the College.

3. At the Aitchison College, Lahore, the accommodation is poor and the equipment meagre. The Principal, however, informs me that a large room at the top of the college building is available, and this could be fitted up as a laboratory at comparatively small cost, probably for Rs. 1,000 to Rs. 2,000. It is not necessary that the fittings should be of an elaborate description when elementary work only is to be done. Assuming that not more than 12 boys will be working at the same time, 2 tables with flat tops, each $9' \times 4'$, should suffice for physical work. For chemical work, 2 tables along two of the walls, each $9' \times 3'$ with leaden tops, would probably be most convenient. Under the latter tables cupboards could be placed. It would also be a convenience if water were laid on, but this is not essential. It is perhaps hardly necessary to go into details now, but I shall be glad to give Mr. Leslie Jones any assistance I can.

4. Most of the available space at Rajkot has unfortunately been devoted to a lecture room, and the laboratory is rather cramped. However as the number of boys in each class is always small, the laboratory will suffice. It would be better if one of the class rooms could be fitted with a large table and several large cupboards for the purpose of experimental physics. A considerable sum will have to be spent in the purchase of apparatus.

5. There is a dark room for photography at Rajkot, and provision has been made for one at Ajmer. These are excellent features, as photography is a useful hobby for boys, and if they are taught to develop the plates themselves and to make their own prints the training will be of great value.

6. The question of the curriculum is a difficult one. Few, if any, of the Kumars will continue the study of Science after they leave college, and therefore what is done at the colleges should as far as possible be complete in itself. It is obviously desirable that the Kumars should grasp some of the general laws of Science, but it is even more necessary that the course should be laid down so as to develop their powers of observation and of reasoning. In other words, they should be taught how to tackle a scientific problem and shown how the careful observation of various phenomena leads to the general laws.

Science as it is generally taught in this country consists solely in cramming the pupil with certain facts, which he learns much in the same way as he learns to spell. It is now, I believe, generally admitted that the teaching of Science is useless from an educational point of view, unless what are called Heuristic Methods are followed. These may be defined as methods of teaching which involve the placing of students as far as possible in the attitude of the discoverer—methods which involve their finding out instead of being merely told about things. There is nothing new in the methods, but only in their application to the teaching of Science.

7. At first, the Science should be little more than a development of Mathematics. I have already recommended that Geometry should be substituted for Euclid. The early work would comprise the measurement of straight lines and angles, in addition to the ordinary geometrical constructions. Teachers will find all that is necessary in Part I of Godfrey and Siddons' Elementary Geometry (Cambridge University Press). In measuring angles, a number of triangles should be drawn, and the angles measured, and the pupil should be led to discover the fact that the sum of the angles of a triangle is always equal to 2 right-angles.

8. The above would serve as an introduction both to Geometry and Physics, but it would afterwards be necessary to separate the two subjects.

The Physics class would now go on to the practical determination of the area of rectilinear figures, using squared paper chiefly. Next would come the investigation of the circumference of a circle to the diameter and finally the determination of the area of a circle. Various methods are described in Elementary Treatises on Physics. Watson's Elementary Practical Physics (Longman's) is as good as any.

The use of the balance should be introduced as soon as possible. I would here point out that it is by no means necessary to have expensive balances for elementary work. In England, I found that boys got good results with balances costing 35*s*., with which it was easy to weigh correctly to 2 places of decimals. Three or four of these balances should suffice, with one better balance for the use of the teacher.

After the study of areas would come the measurement of volumes, and of density, including flotation and the principle of Archimedes. Possibly one or two experiments on the centre of gravity and the principle of the lever might be included. I think the above work should be done in a year, if three hours a week could be given to it. I have already proposed that Mensuration as a separate subject should be abolished, and the time previously devoted to the subject would be available. Most of the work should be well within the scope of class III (class IV at Lahore), but the measurement of density might perhaps be postponed to class II. In England I found that this work was successfully carried out by boys under 12. For the simpler measurements, it would not be necessary to apportion the time between theoretical work and practical work, but later on it would probably be found advisable to devote one hour to theoretical and 2 hours to practical work. The teacher would have to select a number of simple experiments illustrating general principles. The instructions for performing the experiments should be carefully written out and three or four copies made. No time must be wasted in setting the class to work, and it will possibly be found that one hour will not always suffice for performing an experiment. The boys would work in pairs, and in some cases it would be found an economical arrangement to have two experiments for each day, half the class doing one experiment and the other half the other. The greatest care must be taken to see that the boys take full and accurate notes of the experiment, and these should be copied out fair at home, examined during the next lesson. Boys should be taught to represent their results graphically where this is possible. In this connection, it is desirable that each college should have an ordinary thermometer, a wet-bulb thermometer, a barometer and a rain gauge. Observations should be taken twice a day, and the results marked on squared paper, so that a continuous record of temperature, pressure, etc., may be obtained.

9. In the 2 upper classes Chemistry and Physics should be taught side by side, if time can possibly be found for both, as it is unsatisfactory to teach nothing but Physics in one year, and nothing but Chemistry in the other. In Chemistry two hours a week at least will be required, but possibly one hour a week may suffice for Physics.

10. In the latter subject, a few experiments illustrating temperature, the expansion of liquids and gases (including the use of the barometer), the measurement of quantities of heat, may be performed.

The principles of reflection and refraction of light may be proved by means of a mirror, a glass cube, and a few pins, while the determination of the focal length of a convex lens is easy and interesting.

In studying sound a few experiments with a simple pendulum may be performed as an introduction to the study of wave motion. As far as possible I have throughout only included experiments where definite measurements have to be made and where general principles are illustrated. Descriptive experiments and specially those where somewhat elaborate apparatus is required are best performed by the teacher, and for this reason I have omitted all experiments in electricity and magnetism from the practical course, although, if time permits, there is no objection to the boys being given a few simple experiments to perform.

As regards the standard in Physics, I do not think it is necessary to go much beyond Balfour Stewart's Primer.

It is, of course, very important that the class should take careful notice of all experiments performed by the teacher, and should make accurate sketches of the apparatus. I have found that the best plan is to allow the boys to take rough notes in the class, and to copy them in their 'fair note books' at home.

11. As regards Chemistry, I would suggest the following :—

(1) Experiments to illustrate simple chemical processes, *e.g.*, solution, crystallisation, filtration, etc.
(2) The study of air.
(3) The study of water and hydrogen.
(4) The study of chalk and carbon di-oxide.
(5) The study of acids and alkalies and neutralization.
(6) Experiments illustrating the indestructibility of matter.
(7) Experiments illustrating the Law of fixed proportions.

These may be supplemented if time is available by a few lessons on sulphur, chlorine and the metals. A very brief and simple account of the atomic theory, including chemical formulæ and equations, may also be given, but it is not advisable to introduce these subjects too early. As I have stated in paragraph 6, the important point in the above experiments is that the boy should be led to rediscover the facts and laws of Chemistry for himself. I have not given the experiments in detail, but have only indicated the general lines on which the work should be carried out. I shall be glad, however, to draw up a more complete syllabus, if it is thought necessary. I would refer teachers to Armstrong's 'Teaching of Scientific Method' (Macmillan's), Perkin and Lean's 'Introduction to Chemistry and Physics' (Macmillan's), and the Directory of Science and Art Schools and Classes under the Board of Education (Eyre and Spottiswoode). Armstrong's book is very interesting, and should be carefully studied by the teachers of Science.

12. As regards apparatus, I am entirely opposed to elaborate patterns being purchased. The practical course I have proposed requires nothing but the simplest apparatus which may be supplemented by a few more expensive articles for lecture purposes. A good deal of Physical apparatus can easily be made by a skilled carpenter at comparatively small cost, and this is often more valuable for teaching purposes than very elaborate apparatus obtained from England or Germany.

13. I may add that the above course in Science is based on my experience in an English school, in which Science was taught to all classes. I have, at the same time, taken into account the special requirements of the Chiefs' Colleges, but it is quite possible that experience may suggest modifications. It is essential that the teachers should understand the principles underlying what are called Heuristic Methods, as the course is based on these methods. They have proved successful in England, and there is no reason why they should fail in India.

TABLE No. 1.

The following is a list of those who joined during the year:—

No.	Names.	Age.	Father's name.	Date of joining.	District.
		Y. M.			
1	Muhammad Haji Khan	14 3	H. H. Nawab Sadiq Muhammad Khan.	1st May 1907 .	Bahawalpur.
2	Gopal Das . .	11 1	Rai Ram Saran Das .	Do. .	Lahore.
3	Sa'adat Ulla Khan S	9 7	Khan Hamid Ulla Khan.	11th May 1907 .	Toru, Peshawar.
4	Harbans Singh . S	9 3	Sardar Mohindar Singh	20th May 1907 .	Jharauli, Karnal.
5	Jagpal Singh . S	13 4	Sardar Raghbir Singh	8th June 1907 .	Ladhran, Ludhiana.
6	Rup Chand . .	7 10	Rai Ram Saran Das .	18th June 1907 .	Lahore.
7	Sudh Singh . .	8 5	Sardar Godham Singh.	1st October 1907 .	Butala, Gujranwala.
8	Sohan Singh . .	13 7	Sardar Hardit Singh .	3rd October 1907 .	Rawalpindi.
9	Mohan Singh . .	10 7	Ditto .	Do. .	Do.
10	Ihsan Ali Khan . .	17 3	Nawab Ahsan Ali Khan.	1st November 1907, rejoined.	Maler-Kotla.
11	Muhammad Ali Naqi Khan.	10 2	Ditto .	1st November 1907	Do.
12	Jaswant Singh . .	9 6	Guru Bishen Singh .	Do. .	Guru Harsahai, Ferozepore.
13	Tika Bedar Singh .	12 6	Sri Rana Hira Singh .	20th November 1907	Kumharsain, Simla.

TABLE No. 2.

The following is a list of those who left during the year:—

No.	Names.	Age.	District.	Length of stay in the College.	Remarks.
		Y. M.		Y. M.	
1	Sher Bahadur Khan .	20 0	Peshawar . .	9 0	Passed Diploma.
2	Abdulla Khan . S	19 6	Muzaffargarh . .	6 5	Withdrawn. Now a candidate for Government service.
3	Bhagat Chand . .	20 7	Jubbal . . .	6 4	Passed Diploma.
4	Muhammad Yar Khan S	20 5	D. I. Khan . .	6 2	Withdrawn. Now a candidate for Government service.
5	Ala Bakhsh Khan .	21 0	Shahpur . . .	4 4	Passed Diploma.
6	Maqbul Khan . .	20 5	Las Bela . . .	5 8	Do.
7	Bakhtawar Singh . .	20 3	Hoshiarpur . .	8 2	Passed Intermediate Examination.
8	Muhammad Akram Khan S.	15 5	Bannu . . .	0 8	Withdrawn.
9	Ghulam Hassan . .	17 4	Khairpur . . .	2 11	Do.
10	Sarfaraz Khan . .	16 3	Murdan . . .	5 2	Do.

TABLE No. 3.

List of Scholarship-holder

1.—*Lahore Division.*

1. Lahore	Brij Lal of Lahore.
2. Lahore City	Kahan Chand of Lahore.
3. The Aitchison	Ragbir Singh of Lahore.
4. Sialkot	Rajindar Singh of Lahore.
5. Amritsar City	Kishori Lal of Amritsar.
6. Gurdaspur	Jagdish Singh of Amritsar.
7. Gujranwala	Harbans Singh of Amritsar.
8. Amritsar	Hari Mohan of Amritsar.

2.—*Rawalpindi Division.*

9. Gujarat	Lal Khan of Gujarat.
10. Jhelam	Muhammad Sher Khan of Shahpur.
11. Shahpur	Ghulam Jilani Khan of Shahpur.
12. Rawalpindi	....

3.—*Mooltan Division.*

13. Mooltan	Ghulam Mustafa Shah of Mooltan.
14. D. G. Khan	Sheikh Muhammad, Muzaffargarh.

4.—*Jullundur Division.*

15. The Barnes	Jagdish Chand of Amritsar.
16. Kangra	Mian Balwant of Kangra.
17. Jullundur	Ajmer Singh of Amritsar.
18. Ludhiana	Harbans Singh, Jharauli, Karnal.
19. Ferozepore	Jagpal Singh, Ladhran, Ludhiana.
20. Hoshiarpore	Saidulla Khan of Peshawar.

5.—*Delhi Division.*

21. Delhi City	Shibdeo Singh of Amballa.
22. Karnal	Harnarain Singh of Karnal.
23. Hissar	Abdul Wahab Khan of Hissar.
24. The Ward	Surat Singh of Amballa.
25. Gurgaon	Bakshish Singh of Amballa.
26. Delhi	Rajindar Singh of Karnal.
27. Rohtak	Pritam Singh of Karnal.

6.—*Frontier Division.*

28. D. I. Khan	Badshah Khan of Waziristan.
29. Kohat	Sa'adat Ulla Khan, Toru, Peshawar.
30. Peshawar	Taj Muhammad Khan of Hazara.

TABLE No. 4.

Abstract of Receipt and Expenditure from the Audited Account for the year from 1st April 1907 to 31st March 1908.

RECEIPTS.	First quarter.	Second quarter.	Third quarter.	Fourth quarter.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1.—Government Grant-in-aid .	2,750 0 0	3,000 0 0	3,000 0 0	3,000 0 0	11,750 0 0
2.—College Fees . . .	8,325 0 0	6,775 0 0	12,075 0 0	8,750 0 0	35,925 0 0
3.—A. Garden and Grounds .	62 8 0	....	504 0 0	496 15 0	1,263 7 0
4.—B. Garden Cultivation .	480 9 7	566 13 6	1,070 6 9	1,212 5 0	3,330 2 10
5.—Interest on Investment .	3,321 12 0	1,195 8 0	3,321 12 0	1,217 6 0	9,056 6 0
6.—Games Club . . .	1,592 8 0	388 12 0	797 4 0	833 12 0	3,612 4 0
7.—Recreation Room . .	121 4 0	81 0 0	281 6 0	160 8 0	644 2 0
8.—Stationery and Lighting .	242 8 0	161 0 0	328 8 0	258 0 0	990 0 0
9.—Miscellaneous . . .	3 13 0	556 9 7	232 8 0	281 14 6	1,074 13 1
10.—Sale of Books . . .	10 0 0	1 6 0	1 11 3	11 6 3	24 7 6
11.—Advances recoverable .	....	....	310 14 0	6 0 0	316 14 0
TOTAL .	16,909 14 7	12,726 1 1	21,923 6 0	16,428 2 9	67,987 8 5

EXPENDITURE.	First quarter.	Second quarter.	Third quarter.	Fourth quarter.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1.—Government College Fees .	86 0 0	34 0 0	102 0 0	102 0 0	324 0 0
2.—A. Garden and Grounds .	282 3 3	362 0 0	851 7 9	457 11 6	1,953 6 6
3.—B. Garden Cultivation .	481 9 4	426 15 0	676 10 6	953 11 0	2,538 13 10
4.—Subordinate Staff . .	3,419 12 0	3,052 12 0	3,126 3 0	3,486 7 1	13,085 2 1
5.—Medical	29 5 0	57 13 0	40 11 9	115 15 2	243 12 11
6.—Purchase and repairs of furniture.	31 15 6	102 0 0	693 12 0	407 2 0	1,513 13 6
7.—Books . . .	402 12 0	10 2 4	266 13 4	53 13 3	733 8 11
8.—Lighting . . .	343 7 6	350 0 0	57 7 3	49 14 0	800 12 9
9.—Games Club . . .	1,872 5 3	187 9 9	1,055 8 0	835 12 6	3,951 3 6
10.—Recreation Room . .	199 14 2	12 0 0	77 8 9	322 14 0	612 4 2
11.—Stationery and Printing .	616 14 9	24 12 6	235 6 3	197 9 3	1,074 10 9
12—Public Works Department	314 1 11	568 1 9	1,406 9 6	354 15 0	2,643 12 2
13.—Miscellaneous . . .	1,921 5 5	556 3 1	1,927 15 0	1,197 10 9	5,603 2 3
14.—Advances recoverable .	....	....	331 9 0	700 0 0	1,031 9 0
TOTAL .	10,280 10 1	5,744 5 5	10,849 9 4	9,235 7 6	36,110 0 4

TABLE No. 5.

Balance Sheet of the Aitchison College for the year 1907-08.

RECEIPTS.				TOTAL.			EXPENDITURE.				TOTAL.		
				Rs.	A.	P.					Rs.	A.	P.
							Establishment—						
Cash balance in the Bank of Bengal on 31st March 1907				74,443	11	6	Subordinate Staff and Menials				13,085	2	1
							Medicines				243	12	11
Imprest in hand of Accountant				700	0	0	Government College Fees				324	0	0
							A. Garden and Grounds				1,953	6	6
Interest on Investment				9,056	6	0	B. Do. Cultivation				2,538	13	10
							Lighting				800	12	9
Government Grant-in-aid				11,750	0	0	Stationery and Printing				1,074	10	9
							Books				733	8	11
A. Garden and Grounds				1,263	7	0	Purchase and repairs of furniture				1,513	13	6
B. Do. Cultivation				3,330	2	10	Games Club				3,951	3	6
College Fees				35,925	0	0	Recreation Room				612	4	2
							Public Works				2,643	12	2
Games Club				3,612	4	0							
Recreation Room				644	2	0	*Miscellaneous—*						
Stationery and Lighting				990	0	0				Rs. A. P.			
							Municipal Water-rate			500 0 0			
Miscellaneous—			Rs. A. P.				Entertainment			500 0 0			
							Medals			394 14 0			
Sale of books			24 7 6				Other contingencies			4,098 4 3			
,, empty oil tins			66 14 6										
Other receipts			1,007 14 7								5,603	2	3
				1,099	4	7	Advances recoverable				1,031	9	0
							Personal and private expenses of boys				34,618	15	4
Advances recoverable				316	14	0	Imprest in the hands of the Accountant				700	0	0
Recoveries from pupils on account of personal expenses				36,669	4	1	Cash balance in the Bank of Bengal on 31st March 1908				1,08,371	8	4
			GRAND TOTAL	1,79,800	8	0				GRAND TOTAL	1,79,800	8	0

TABLE No. 6.

Budget for 1908-09.

RECEIPTS.	Rs.	A.	P.	Budget for 1907-08. Rs. A. P.	Actuals for 1907-08. Rs. A. P.	Budget for 1908-09. Rs. A. P.
BALANCE ON 31ST MARCH 1908—						
College Account	1,06,171	15	4	....	....	1,09,071 8 4
Boy's Account	2,193	9	0			
Imprest	700	0	0			
1.—Fixed Government Grant-in-aid	12,000			33,634 0 0	33,384 0 0	33,634 0 0
Extra cost borne by Government	21,634					
2.—College fees				30,000 0 0	35,925 0 0	33,000 0 0
3.—Interest on Investments				9,075 0 0	9,056 0 0	9,056 6 0
4.—Games Club				2,800 0 0	3,612 4 0	3,600 0 0
5.—Recreation Room				440 0 0	644 2 0	650 0 0
6.—A. Garden and Grounds				4,000 0 0	1,263 7 0	1,250 0 0
7.—B. Do. Cultivation					3,330 2 10	3,500 0 0
8.—Stationery and Lighting				870 0 0	990 0 0	1,000 0 0
9.—Sale of School Books				25 0 0	24 7 6	25 0 0
10.—Advances recoverable				....	316 14 0	1,720 11 0
11.—Miscellaneous				200 0 0	*1,074 13 1	1,500 0 0
TOTAL				81,044 0 0	89,621 8 5	88,936 1 0
GRAND TOTAL				....	....	1,98,007 9 4

EXPENDITURE.	Budget for 1907-08. Rs. A. P.	Actuals for 1907-08. Rs. A. P.	Budget for 1908-09. Rs. A. P.
1.—Educational Staff	49,405 0 0	49,405 0 0	51,055 0 0
2.—Subordinate Staff and Menials	13,000 0 0	13,085 2 1	13,500 0 0
3.—Miscellaneous	3,200 0 0	(1)5,603 2 3	4,000 0 0
4.—Medical	300 0 0	243 12 11	300 0 0
5.—A. Garden and Grounds	3,500 0 0	1,953 6 6	2,000 0 0
6.—B. Do. Cultivation		2,538 13 10	2,500 0 0
7.—Government College fees	300 0 0	324 0 0	300 0 0
8.—Lighting	800 0 0	800 12 9	850 0 0
9.—Books	900 0 0	733 8 11	800 0 0
10.—Purchase and repairs of furniture	850 0 0	(2)1,513 13 6	900 0 0
11.—Games Club	2,600 0 0	3,951 3 6	3,500 0 0
12.—Recreation Room	400 0 0	612 4 2	600 0 0
13.—Public Works	2,800 0 0	2,643 12 2	3,000 0 0
14.—Advances recoverable	....	1,031 9 0	1,000 0 0
15.—Stationery and Printing	900 0 0	(3)1,074 1 9	900 0 0
16.—Repayment to Government on account of salaries	57,275 0 0	....	85,046 0 0
TOTAL	1,36,230 0 0	85,515 0 4	1,70,251 0 0
Imprest in hand of Accountant	....	....	700 0 0
Estimated Balance	....	....	27,056 9 4
GRAND TOTAL	....	....	1,98,007 9 4

* In this amount is included the following expenditure:—

Miscellaneous—

	Rs.	A.	P.
Rivaz Medal	360	0	0
Young-Bikram Gold Medal	73	2	0
House rent	380	0	0
Riding fees	95	0	0
Oil tins	66	14	7
Other miscellaneous	99	12	6
TOTAL	1,074	13	1

(1) *Miscellaneous*—

	Rs.	A.	P.
Lanterns	166	0	0
Vessels for Mess	80	0	0
G. P. Notes	293	0	0
Horses	900	0	0
Saddles	170	0	0
Entertainment	500	0	0
Medals	394	0	0
Horse Expenses	213	0	0
TOTAL	2,716	0	0

(2) *Furniture*—

	Rs.	A.	P.
30 Chairs	115	0	0
Durries	82	0	0
Science Tables	493	0	0
TOTAL	690	0	0

(3) *Stationery and Printing*—

	Rs.
One Re-duplicating Machine	150

TABLE No. 7.

Educational staff.

No.	Names.	Rs.	Total. Rs.	A.	P.
1	Principal at average cost	1,233⅓			
	Compensation allowance	77 1/12			
2	Assistant Principal	800			
	Compensation allowance	50			
3	Assistant Principal	800			
	Compensation allowance	50			
	Total	3,010 5/12	36,125	0	0
4	Lady		1,650	0	0
5	Seven Indian Masters	1,106⅔	13,280	0	0
	Total amount of Superior Educational Staff payable by Government		51,055	0	0
		Rs. A. P.			
6	Subordinate Staff	687 1 4	8,245	0	0
7	Office and Menial Establishment	427 0 0	5,124	0	0
8	Miscellaneous		20,650	0	0
	GRAND TOTAL		85,074	0	0

Subordinate staff.

No.	Names.	Designation.	Salary. Rs.	A.	P.
1	Havildar Nihal Singh	Musahib	40	0	0
2	Daffedar Ahmad Sher Khan	,,	40	0	0
3	Kote Daffedar Rahim Bakhsh	Assistant Musahib	20	0	0
4	Havildar Labh Singh	,, ,,	20	0	0
5	,, Joga Singh	Gymnastic Instructor	25	0	0
6	,, Harnam Singh	Drill Instructor	25	0	0
7	Bhai Partab Singh	Sikh Religious Teacher	50	0	0
8	Pandit Bhano Datt	Hindu ,, ,,	50	0	0
9	Maulvi Ghulam Ulla	Muhdn. ,, ,,	50	0	0
10	Lala Harnam Das	Auditor	10	0	0
11	Colonel Coates	Civil Surgeon	33	5	4
12	Muhammad Hashmat Ali	Hospital Assistant	95	0	0
		Pension Contribution	8	12	0
13	Mian Zia-ud-din	Drawing Master	35	0	0
14	Syad Jalal-ud-din Haidar	Junior House Master	50	0	0
15	Sardar Pritam Singh	,, ,, ,,	50	0	0
16	M. L. Banerji	,, ,, ,,	50	0	0
	Allowances for Riding and Drill—				
	Daffedar Ahmad Sher Khan	Riding	15	0	0
	Kote Daffedar Rahim Bakhsh	Drill	5	0	0
	Havildar Labh Singh	,,	5	0	0
	Daffedar Najib Khan	Riding	10	0	0
		Total	687	1	4
		TOTAL PER ANNUM	8,245	0	0

TABLE No. 8.

The Aitchison Chiefs' College Recreation Room's Account.

Income.	Total.	Expenditure.	Total.
	Rs. A. P.		Rs. A. P.
Credit balance on 31st March 1907 .	266 3 6	Newspapers	242 2 2
Monthly subscriptions to Recreation Room's Account.	644 2 0	Recreation Room bearers . .	48 0 0
		Miscellaneous	322 2 0
		Credit balance on 31st March 1908	298 1 4
Total .	910 5 6	Total .	910 5 6

TABLE No. 9.

The Aitchison Chiefs' College Games' Club Account.

Income.	Total.	Expenditure.	Total.
	Rs. A. P.		Rs. A. P.
Boys' monthly subscriptions to Games' Club.	3,112 4 0	Dr. balance on 31st March 1907 .	172 0 9
Grant by College	500 0 0	Establishment	241 13 6
		Football, Tennis, Refreshment, etc.	3,540 0 6
		Miscellaneous	169 5 6
Dr. balance on 31st March 1908 . .	511 0 3		
Total .	4,123 4 3	Total .	4,123 4 3

LIST SHOWING AGES.

Age on the 31st March 1908.

Post Diploma.	*Years.*	*Months.*		
Sudarshan Singh	20	4	Maximum . . .	21-0
Mahindra Singh	21	0	Minimum . . .	16-6
Ghulam Ali Khan	16	6	Average . . .	19-3
Diploma Class.				
Abdul Wahab Khan	21	0	Maximum . . .	21-0
Kishan Singh	18	3	Minimum . . .	16-1
Saad Ulla Khan	16	1	Average . . .	18-4
Ali Muhammad Khan	18	0		

LIST SHOWING AGES—*continued.*

	Years.	*Months.*		
LOWER VI.				
Balwant Singh	16	5	Maximum	19-6
Zabarjang Singh	19	6	Minimum	14-6
Jasjit Singh	14	11	Average	17-0
Ajmer Singh	18	3		
Harnam Das	16	10		
Ghulam Mustafa Shah	18	3		
Harcharan Singh	16	8		
Abdul Hamid Khan	14	6		
Bhupindar Singh	16	5		
V.				
Satyavan Singh	13	11	Maximum	17-11
Kishori Lal	17	11	Minimum	13-11
Harnarain Singh	16	8	Average	16-0
Nihal Singh	15	11		
Sharif-ullah Khan	14	3		
Shamsher Singh	17	4		
Lachhman Singh	17	0		
UPPER IV.				
Ghulam Jilani Khan	19	2	Maximum	19-2
Ram Singh	16	5	Minimum	12-8
Kesari Singh	15	0	Average	15-10
Iswari Singh	15	0		
Lal Khan	16	1		
Gajindra Singh	15	6		
Jagdish Singh	16	4		
Brij Lal	16	2		
Kahan Chand	12	8		
LOWER IV.				
Rajwant Singh	12	11	Maximum	18-7
Shiv Deo Singh	17	11	Minimum	12-2
Qutab-ud-din Khan	18	6	Average	14-10
Sheikh Muhammad	15	1		
Harbans Singh	13	5		
Badshah Khan	18	7		
Said-ullah Khan	12	10		
Jamal Khan	13	6		
Muhammad Firoze Khan	12	2		
Dur Muhammad Khan	14	6		
Fateh Singh	15	11		
Jagpal Singh	13	3		
III.				
Dwarka Nath Singh	13	6	Maximum	15-11
Taj Muhammad Khan	14	4	Minimum	11-1
Jagdish Chand	12	6	Average	13-5
Raghbir Singh	12	9		
Rajindra Singh (K)	15	11		
Bakshish Singh	15	0		
Randhir Singh	13	8		
Gopal Das	11	1		
Bedar Singh	12	6		

LIST SHOWING AGES—*concluded.*

	Years.	*Months.*		
II.				
Bahadur Singh	14	6	Maximum	17-6
Brij Indra Singh	11	5	Minimum	8-11
Nigam Singh	14	5	Average	14-1
Muhammad Sher Khan	12	1		
Amogh Chand	17	3		
Ranjit Singh	14	5		
Bikram Singh	14	2		
Bachittra Singh	13	1		
Muhammad Ali Khan	8	11		
Lachhmi Singh	12	7		
Rajindra Singh (L)	17	6		
Muhammad Ihsan Ali Khan	17	3		
Muhammad Haji Khan	14	3		
Sohan Singh	13	8		
I.				
Surat Singh	12	0	Maximum	12-0
Budh Singh	10	6	Minimum	7-5
Hari Mohan	10	8	Average	9-8
Pritam Singh	11	3		
Abdul Rahim Khan	9	6		
Gurdial Singh	11	6		
Shiv Indra Singh	7	5		
Muhammad Ali Naqi Khan	10	2		
Viveka Singh	9	4		
Rup Chand	7	9		
Harbans Singh	9	2		
Jaswant Singh	9	6		
Sudh Singh	8	6		
Sa'adat Ullah Khan	9	7		
Mohan Singh	10	10		

RESULT STATEMENT.

Annual Examination, 1908.

No.	Forms.	English.	English Essay and Conversation.	English Translation.	Mathematics.	English History.	Indian History.	Geography.	Science or Persian.	Urdu or Hindi.	Law, Political Economy, Revenue or Advanced Mathematics.	Drawing.	Religion.	Term's marks.	TOTAL.
	POST DIPLOMA.	300	100	100	..	..	..	..	200	..	200	50	50	..	1,000
1	Ghulam Ali Khan . .	300	100	72	..	..	..	..	200	..	200	..	50	..	922
2	Sudarshan Singh . .	130	100	100	..	..	..	..	130	..	150	..	48	..	658
3	Mahindra Singh . .	90	88	58	..	..	..	..	70	..	98	..	5	..	409
	LOWER VI.	180	50	50	180	40	40	40	100	100	130	40	50	1,000	2,000
1	Ajmer Singh . . .	180	50	49	175	40	38	40	75	78	108	32	34	1,000	1,899
2	Harnam Das* . .	149	15	43	180	25	36	32	91	82	108	40	35	980	1,816
3	Balwant Singh . .	120	39	30	131	38	40	31	65	65	130	28	31	852	1,600
4	Ghulam Mustafa Shah .	113	44	43	80	17	32	20	100	95	73	36	44	837	1,534
5	Jasjit Singh . . .	100	45	50	52	13	20	29	89	76	77	20	9	750	1,390
6	Abdul Hamid Khan .	86	40	46	108	19	32	25	55	65	75	13	50	663	1,277
7	Zabarjang Singh . .	71	45	33	82	15	18	31	49	100	117	28	6	613	1,208
8	Bhupindar Singh . .	..	..	..	..	..	..	..	..	..	..	..		668	668
9	Harcharan Singh . .	..	..	..	..	..	..	..	..	..	..	..	..	659	659
	V.	160	50	50	160	..	50	50	100	100	..	40	40	800	1,600
1	Satyawan Singh . .	155	49	50	123	..	41	50	100	67	..	40	29	800	1,495
2	Kishori Lal . . .	120	35	44	150	..	39	42	73	58	..	34	38	683	1,316
3	Nihal Singh . . .	160	50	41	144	..	50	47	60	13	..	23	29	649	1,266
4	Harnarain Singh . .	97	18	39	131	..	26	25	91	100	..	29	38	641	1,235
5	Sharif-ullah Khan . .	83	26	41	160	..	38	31	95	63	..	16	24	648	1,225
6	Lachhman Singh . .	101	25	44	105	..	28	35	91	67	..	34	40	590	1,160
7	Sham Sher Singh . .	86	24	44	57	..	27	25	62	53	..	26	31	584	1,019
	UPPER IV.	150	40	50	140	..	50	50	100	100	..	30	40	750	1,500
1	Lal Khan . . .	150	34	50	139	..	50	50	100	100	..	30	40	750	1,493
2	Gajindra Singh . .	110	26	46	115	..	30	41	86	74	..	24	29	545	1,126
3	Ishwari Singh . .	72	20	39	111	..	31	39	79	50	..	22	21	589	1,073
4	Brij Lal . . .	*a.*	28	*a.*	140	..	23	31	43	45	..	24	16	475	825
5	Kahan Chand . .	54	28	35	80	..	16	10	36	37	..	18	37	443	794
6	Kesri Singh . . .	126	40	21	8	..	12	16	6	9	..	12	17	381	648
7	Ram Singh . . .	57	36	18	0	..	11	26	11	4	..	12	17	395	587
8	Ghulam Jilani Khan .	36	16	27	71	..	11	9	16	38	..	10	10	211	415
9	Jagdish Singh † . .	*a.*	*a.*	*a.*	87	..	*a.*	*a.*	*a.*	*a.*	..	*a.*	9	700	..

* Did not appear in the Essay Paper.

† On sick leave.

Annual Examination, 1908—continued.

No.	Forms.	English.	English Essay and Conversation.	English Translation.	Mathematics.	English History.	Indian History.	Geography.	Science or Persian.	Urdu or Hindi.	Law, Political Economy, Revenue or Advanced Mathematics.	Drawing.	Religion.	Term's marks.	Total.
	LOWER IV.	140	30	40	120	..	50	50	100	100	..	30	40	700	1,400
1	Harbans Singh . .	135	28	37	120	..	50	50	96	97	..	14	..	700	1,327
2	Muhammad Feroze Khan .	140	30	40	102	..	50	41	98	100	..	26	..	675	1,302
3	Fateh Singh . . .	114	30	37	118	..	34	34	100	71	..	22	..	565	1,125
4	Jamal Khan . . .	103	18	30	93	..	50	41	89	80	..	30	..	579	1,113
5	Said-ullah Khan . .	108	24	27	76	..	30	27	59	84	..	29	..	558	1,022
6	Badshah Khan . .	65	12	20	53	..	36	26	44	60	..	18	..	559	893
7	Sheikh Muhammad .	46	10	19	90	..	40	7	50	64	..	24	..	427	777
8	Dur Muhammad Khan .	59	14	19	42	..	31	11	61	71	..	19	..	443	770
9	Rajwant Singh . .	92	18	30	62	..	36	37	26	43	..	16	..	341	701
10	Jagpal Singh . . .	62	18	21	21	..	30	13	44	40	..	6	..	367	622
11	Qutb-ud-din Khan . .	31	20	20	41	..	15	11	59	20	..	10	..	331	558
12	Shiv Deo Singh . .	..	..	..	..	..	..	..	..	..	..	..	..	459	459
	III.	120	30	30	110	..	..	50	25	80	..	25	30	500	1,000
1	Dwarkanath Singh	120	30	30	65	..	..	37	23	78	..	25	16	500	924
2	Jagdish Chand . .	77	15	27	81	..	..	44	23	80	..	23	20	473	863
3	Bakhshish Singh . .	89	17	23	50	..	..	22	23	80	..	19	10	430	763
4	Taj Muhammad . .	104	13	23	25	..	..	42	20	74	..	20	30	360	711
5	Raghbir Singh . .	88	10	28	31	..	..	22	25	62	..	19	17	345	647
6	Bedar Singh . . .	93	*a.*	*a.*	110	..	..	*a.*	20	*a.*	..	15	26	360	624
7	Randhir Singh . .	77	15	26	60	..	..	40	19	52	..	10	6	305	610
8	Gopal Das . . .	*a.*	9	29	25	..	..	50	25	45	..	16	15	325	539
9	Rajindar Singh . .	..	..	*a.*	27	..	..	..	25	..	..	20	..	370	442
	II.	100	25	25	100	..	..	40	25	80	..	25	30	450	900
1	Bahadur Singh . .	100	25	21	91	..	..	39	25	80	..	25	14	450	870
2	Muhammad Sher Khan .	80	21	19	75	..	..	33	23	68	..	8	27	380	734
3	Brij Indar Singh . .	76	23	20	69	..	..	40	23	53	..	15	29	335	683
4	Muhammad Haji Khan .	58	22	13	43	..	..	40	22	64	..	16	29	320	627
5	Rajindar Singh . .	74	17	25	95	..	..	34	20	42	..	15	12	272	606
6	Nigham Singh . .	35	12	19	64	..	..	31	22	49	..	23	8	336	599
7	Muhammad Ali . .	74	19	15	43	..	..	26	17	60	..	11	28	329	619
8	Ihsan Ali Khan . .	23	28	15	68	..	..	33	24	65	..	16	30	300	582
9	Lachhmi Singh . .	46	14	19	52	..	..	16	14	51	..	20	12	299	543
10	Sohan Singh . . .	33	13	19	72	..	..	30	22	39	..	11	16	276	536
11	Ranjit Singh . . .	26	10	19	100	..	..	29	18	50	..	15	22	241	530
12	Amogh Chand . .	31	18	8	47	..	..	31	17	64	..	16	18	270	520
13	Bikram Singh . .	52	*a.*	*a.*	39	..	..	*a.*	18	*a.*	..	15	24	271	491
14	Bachittar Singh . .	35	*a.*	*a.*	34	..	..	*a.*	13	*a.*	..	8	20	230	340

Annual Examination, 1908—concluded.

No.	Forms.	English.	English Essay and Conversation.	English Translation.	Mathematics.	English History.	Indian History.	Geography.	Science or Persian.	Urdu or Hindi.	Law, Political Economy, Revenue or Advanced Mathematics.	Drawing.	Religion.	Term marks.	TOTAL.
	I.	80	25	25	80	..	..	30	25	80	..	25	30	400	800
1	Budh Singh . . .	60	22	14	*87	..	..	24	20	70	..	25	21	397	740
2	Abdul Rahim Khan .	80	25	24	50	..	..	30	25	76	..	18	27	375	730
3	Sudh Singh . . .	52	16	20	*100	..	..	16	23	79	..	23	25	373	727
4	Gurdyal Singh . .	64	20	22	70	..	..	16	19	55	..	15	25	273	567
5	Hari Mohan . .	56	12	20	78	..	..	21	16	56	..	23	12	282	579
6	Surat Singh . . .	48	22	17	52	..	..	6	6	80	..	20	14	302	567
7	Pritam Singh . .	40	18	15	43	..	..	12	23	52	..	20	22	270	515
8	Mohan Singh . .	44	5	13	70	..	..	6	6	67	..	15	30	251	507
9	Sa'adat-ulla Khan . .	a.	a.	80	a.	..	..	a.	a.	a.	..	a.	a.	203	413
10	Viveka Singh . . .	60	14	25	40	..	..	5	16	21	..	18	11	123	277
11	Shiv Indar Singh . .	56	8	12	22	..	..	10	3	20	..	10	13	152	267
12	Rup Chand . . .	a.	6	3	28	..	..	13	15	32	..	10	8	109	224
13	Ali Naqi Khan . .	24	4	5	17	..	..	15	15	11	..	15	9	130	202
14	Jaswant Singh . .	16	1	3	a.	..	..	6	a.	40	..	a.	6	117	161
15	Harbans Singh . .	a.	a.	a.	22	..	..	a.	10	a.	..	6	a.	400	480

* These boys learn Arithmetic with the II Form.

WINTER

Distribution of Work among Teachers and the number of periods

Forms.	Principal.	Mr. Kelly.	Mr. Cornah.	Pt. L. Chandra.	L. Jagan Nath.
Post Diploma .	English, 6 periods.	English, 6 periods.	English Composition, 3 periods. Political Economy, 3 periods.	Revenue, 2 periods.	....
Upper VI .	English, 4 periods. English History, 2 periods. English Composition, 1 period.	English, 2 periods. English Translation, 2 periods. Geography, 2 periods. Grammar, 1 period.	Indian History, 2 periods.	Ordinary Mathematics, 6 periods. Advanced Mathematics, 5 periods.	Science, 3 periods. Revenue, 1 period.
Lower VI .	English, 2 periods. English Composition, 1 period.	English, 4 periods. Translation into English, 2 periods. Grammar, 1 period.	English History 2 periods. Geography and Maps, 2 periods.	Ordinary Mathematics, 6 periods. Advanced Mathematics, 5 periods.	Revenue, 1 period.
V .	English, 2 periods.	English, 5 periods. English Compositio 1 period, Grammar, 1 period.	Geography and Maps, 2 periods. Translation into English, 2 periods.	Hindi, 4 periods. Hindi Writing, 1 period.	Mathematics, 6 periods. Science, 3 periods.
Upper IV .	English, 2 periods.	....	English, 5 periods. English Translation, 2 periods. English Composition, 1 period. English Grammar, 1 period.	....	Mathematics, 6 periods. Translation into Urdu, 2 periods.
Lower IV . .	English, 2 periods. English Translation, 2 periods. Mr. Wilson, 6 periods.	English Composition, 1 period.	....	....	Science, 3 periods. Translation into Urdu, 2 periods.
III . . .	English, 2 periods.	....	....	....	Geography, 3 periods.
II	English, 2 periods.	....	....	....	....
I . . .	....	....	English, 3 periods.	....	....

TERM, 1907.

in the week allotted each subject.

Sayed J. Haider.	Sh. N. Ali.	S. Pritam Singh.	Babu M. L. Banerjee.	L. Sohan Lal.	Pt. Shri Chandra, Bhai Partab Singh, M. Ghulam Ulla.	M. Zia-ud-din.
Persian, 3 periods.	Law, 3 periods.	....	Science, 3 periods.	....	Religion, 1 period.	Drawing, 1 period.
Persian, 3 periods. Urdu, 2 periods. Translation into Urdu, 1 period.	Law, 2 periods.	Political Economy, 2 periods.	....	....	Religion, 2 periods.	Drawing, 1 period.
Persian, 3 periods. Urdu, 2 periods.	Law, 2 periods. Translation into Urdu, 1 period.	Political Economy, 2 periods.	Science, 3 periods. Indian History, 1 period.	....	Religion, 2 periods.	Drawing, 2 periods.
Persian, 3 periods. Urdu, 4 periods.	....	Translation into Urdu, 2 periods. Urdu Writing, 1 period.	Indian History 2 periods. English Writing, 1 period.	....	Religion, 2 periods.	Drawing, 2 periods.
Persian, 2 periods. Persian, 1 period.	Urdu, 4 periods. Urdu Writing, 1 period.	Indian History, 2 periods.	English Writing, 1 period. Science, 3 periods. Geography and Maps, 2 periods.	....	Religion, 2 periods.	Drawing, 2 periods.
Persian, 1 period.	Urdu Writing, 1 period. Urdu, 4 periods. Persian, 2 periods.	Indian History, 2 periods. English Writing, 1 period.	Mathematics, 6 periods. Geography and Maps, 2 periods.	....	Religion, 2 periods.	Drawing, 2 periods.
English, 6 periods. Urdu-Hindi Writing, 2 periods.	Urdu, 6 periods. Arithmetic, 6 periods.	English Writing, 1 period.	Hindi, 6 periods.	Translation into English, 1 period. Object Lessons, 1 period.	Religion, 2 periods.	Drawing, 2 periods.
Urdu-Hindi Writing, 2 periods.	Object Lessons, 1 period.	English Writing, 2 periods. English, 6 periods. Arithmetic, 6 periods.	Hindi, 6 periods. Urdu-Hindi Writing, 4 period.	Urdu, 6 periods. Geography, 2 periods.	Religion, 2 periods.	Drawing, 2 periods.
Object Lessons, 1 period.	....	Geography, 2 periods. English Writing, 2 periods.	....	English, 6 periods. Arithmetic, 6 periods. Urdu, 6 periods. Urdu Writing, 2 periods.	Religion, 2 periods.	Drawing, 2 periods.

The School Work, besides Exercises in Translation, Composition,

Form.	English.	Persian and Sanskrit.	Urdu and Hindi.	History.	Geography.
Post Diploma .	Citizen of India (Lee-Warner), Kim (Kipling), Havelock (Forbes). The Idylls of the King (Tennyson), King Lear, Richard II (Shakespeare), Bernier's Travels, Prisoner of Zenda (Hope), The Rivals (Sheridan).	Entrance Course by Shibli. Pages 137—193. Jami-ul Qawaid. Pages 62—104. Pages 108—128.	....	....	....
Upper VI .	Richard II (Shakespeare), Lady of the Lake, Canto I—III (Scott), Hereward the Wake (Kingsley).	Do.	Nisab-i-Urdu. Pages 1—101, 138—192, 275—287, 318—336, 342—353.	Oman, 1858-1905. Lethbridge's History of India.	Arden Wood.
Lower VI .	Adventures of Ulysses (Lamb). Arnold's Home and Abroad Reader. Tales from Shakespeare (Lamb).	Ganjina-Khirad. Pages 68—108. Jam-i-ul Qawaid. Pages 62—116.	Nisab-i-Urdu. Pages 301—307, 275—287, 102—213. Insha-i-Urdu Shikasta. Pages 20—30.	English History (Gardiner). Lethbridge's History of India.	Arden Wood.
V . .	Orient Reader No. 5. Chambers' Geographical Reader, Europe.	Sarmaya-i-Khirad. Pages 1—62. Pages 101—119. Pages 154—159. Qawaid Farsi. Pages 76—78.	Middle Reader III. Pages 1—249. Qawaid-Urdu. Pages 52—62. Bhashasar Sangrah, Pt. I. Pages 126—174. Bhasha Bhanu. Pages 1—26.	Marsden's History of India.	Elementary General Geography—Europe and Africa, with maps.
Upper IV . .	Arnold's Home and Abroad Reader. Orient Reader No. 4.	Guldasta-i-Danish. Pages 1—89. Amdan Nama.	2nd Middle Course. Pages 1—180. Qawaid-Urdu, Ism marfa, nakra, Fail and Harf.	Lethbridge's History of India (Urdu text).	Elementary General Geography. Pages 1—15. Pages 47—53 and maps.
Lower IV .	The New Orient Reader, 3rd Book. The Child's First Grammar.	Farsi-ki-Pahli kitab. 2nd Persian Book. whole, 1—8 and 42 Latifas. Amdan Nama.	First Middle Course. Pages 1—190. Qawaid-Urdu definition of Kalima. Ism Fail, Harf, Ism marfa, nakra, masdar, Ism fail and Ism maful.	Lethbridge's History of India (Urdu text).	Elementary General Geography, India. Pages 1—31.
III . .	Royal Prince Reader, Book I.	....	Urdu-ki-chhatti kitab, Urdu, kiathwin kitab. Pages 1—130. Tariq-us-Sehat. Pages 20. Grammar—Ism Marfa, Indian Press-Readers (Hindi) I and II, Sikshawali. Pages 1—30.	....	Hindustan and map.
II . .	King Alfred Reader. Grammar, Nouns and Pronouns.	....	Urdu Reader, 4th and 5th Indian Press-Readers, Parts I and II, Hindi Sikshawali. Pages 1—30.	....	Punjab, whole.
I . .	The King Primer. The King Reader No. 1.	....	Qawaid-i-Urdu, 2nd Urdu book, 3rd Urdu book.	....	Geographical Reader. Pages 1—55. Geography of the Lahore District.

Writing, and Drawing, has been as follows.

Arithmetic.	Geometry.	Law.	Science or Object Lessons.	Political Economy.	Advanced Mathematics or Revenue.
....	....	Criminal Procedure Code, notes.	Physics. Solids, liquids, sound, heat, magnetism, light.	Symes. Pages 1—83.	Land Revenue in British India (Baden Powell's). Chapters IV, V, VI and VII. Land Records.
Lock and Lewis. Percentage, simple and compound interests, discount, approximation, unitary method square and cubic measure, duo-decimal, proportional parts, profit and loss, average value, stock and square root.	Hall and Stevens. Pages 1—103. Theorems 23—30. Problems 16—19.	Raj Kumar Law Lectures, 8 Lectures; Hindu and Mudam m a d a n Law.	Physics Primer and Chemistry Primer, Practical Work.	Mrs. Fawcett. Pages 1—60.	Algebra, Hall and Knight. Pages 1—150. Geometry, Hall and Stevens. Pages 139—245. Arithmetic, Lock and Lewis. Practice, recurring decimals, true discount and cubic root. Revenue. Mapping fields, area calculation, square-laying (practical,) Khatauni, field-book, jamabandi, notes on rent and revenue, tenants (occupancy and at will), chief duties of a village headman.
Lock and Lewis. Percentage, simple and compound interest, discount, proportional parts, allegation, profit and loss, average value, stock and square root.	Hall and Stevens. Theorems 1—15. Theorems 16—22. Problems 1—15.	Raj Kumar Law Lectures, 22. Lectures.	Chemistry Primer (Roscoe). Pages 1—100. Practical Work.	Jevon's Primer. Pages 1—90. Pages 123—133.	Algebra, (Hall and Knight): Definitions, substitution, and negative qualities, addition, subtraction, multiplication, division, involution, evolution and factors. Manual of Land Measurement Chapters I—VI). Practical.
Lock and Lewis. Unitary method, exchange value, time and work, percentage, simple and compound interest, discount, proportional parts.	Hall and Stevens. Theorems 1—15. Godfrey. Pages 1—26.	....	Ilm-i-Tabiyat ka Rasala. Heat, light, electricity (frictional and current).	....	....
Lock and Lewis. Problems on fractions, decimal and vulgar, rectangular measurements, cubic content, duo-decimal, unitary method.	Godfrey. Pages 1—22.	....	Tabiyat ka Rasala. Pages 1—46.	....	....
Lock and Lewis. Pages 1—56, 70—143. Practice, simple and compound.	Godfrey. Pages 1—10.	....	28 lessons. Practical Work.	....	....
Hisab ka Dusra Hissa, subtraction, multiplication and division, practice, simple and compound, unitary method, rule of three and simple interest.	....	....	15 lessons. Hen, peacock, pigeon, woodpecker parrot, crow, sparrow, kite, vulture, melon, cucumber, pumpkin, horse and its parts.	....	....
L. C. M., G. C. M., reduction, compound addition, subtraction, multiplication, division, fractions.	....	....	Wheat and barley, rice and bajra, onion and carrot, mango, cotton and sugarcane, turnip, and parts of plant.	....	....
Lower section; notation, writing figures, numeration, simple addition and division Higher section: multiplication, division, reduction, compound rules.	....	....	Horse, ass, buffalo, cow, goat, camel, dog, cat, lion, jackal, elephant, hare.	....	....

AITCHISON COLLEGE LIST.

Winter Term, 1907-08.

No.	Names.	April.	May.	June.	July.	October.	November.	December.	January.	February.	March.	Total.	Sick or Leave.	Absent.	Remarks.
	Working days . .	13	26	23	12	24	21	18	23	20	23	203	..	..	
	POST DIPLOMA CLASS.														
1	Sudarshan Singh . . .	13	26	23	12	24	21	18	23	13	23	196	7	..	
2	Ghulam Ali Khan . . .	13	18	23	12	23	20	13	14	13	17	172	31	..	
3	Mahindra Singh . . .	13	..	23	12	24	21	18	20	18	23	172	31	..	
	DIPLOMA CLASS.														
1	Abdul Wahab Khan . . .	13	13	23	12	24	17	14	23	19	21	179	24	..	
2	Kishen Singh	13	17	22	12	24	21	18	22	20	23	192	9	2	
3	Saadullah Khan	13	26	23	12	22	21	17	22	20	23	199	3	1	
4	Ati Muhammad Khan . .	7	19	23	12	20	10	17	13	19	23	163	40	..	
	LOWER VI.														
1	Balwant Singh	13	24	20	12	24	19	18	21	12	23	186	15	2	
2	Zabarjang Singh . . .	13	26	23	12	23	21	14	22	20	23	197	4	2	
3	Ajmer Singh	13	26	22	12	24	21	18	23	12	22	193	10	..	
4	Harnam Das	13	26	13	5	13	4	15	11	18	15	133	68	2	
5	Bhupindar Singh . . .	13	20	..	..	22	19	18	23	17	..	132	71	..	
6	Ghulam Mustafa Shah . .	13	23	23	11	21	16	12	22	7	23	171	29	3	
7	Harcharan Singh . . .	13	26	23	11	24	21	18	21	20	17	194	8	1	
8	Jasjit Singh	..	..	17	12	15	11	6	13	6	10	90	108	5	
9	Abdul Hamid Khan . . .	13	26	20	12	21	19	18	14	10	23	176	25	2	
	V.														
1	Kishori Lal	13	24	23	12	24	21	18	22	20	23	200	3	..	
2	Harnarain Singh . . .	13	23	21	12	21	20	18	21	20	23	192	7	4	
3	Nihal Singh	13	13	..	..	7	21	16	23	20	23	136	67	..	
4	Satyavan Singh	13	26	12	..	24	20	14	23	20	23	175	28	..	
5	Lachhman Singh . . .	13	23	15	11	23	20	18	16	5	23	167	33	3	
6	Sharif-ulla Khan . . .	13	26	23	12	24	21	18	22	20	23	202	..	1	
7	Shamsher Singh . . .	13	26	23	12	23	21	13	22	17	23	193	8	2	
	UPPER IV.														
1	Ghulam Jilani Khan . .	13	8	5	12	16	21	18	16	19	23	151	28	24	
2	Ram Singh	13	13	..	..	7	21	16	23	20	23	136	67	..	
3	Kesri Singh	13	13	..	..	7	21	18	23	20	23	138	65	..	
4	Ishwari Singh	13	13	..	..	23	20	18	22	20	23	152	51	..	
5	Lal Khan	13	26	22	12	22	18	18	23	20	23	197	6	..	
6	Jagdish Singh	13	26	23	12	24	21	17	22	20	23	201	2	..	
7	Gajindar Singh . . .	13	20	23	12	20	21	18	20	18	23	188	15	..	
8	Brij Lal	13	21	21	11	21	18	17	18	16	22	178	25	..	
9	Kahan Chand	13	22	21	12	21	19	18	21	18	23	188	15	..	
	LOWER IV.														
1	Rajwant Singh	13	24	21	12	19	19	17	20	18	23	196	10	7	
2	Shiv Deo Singh	13	23	22	12	24	21	6	22	17	22	182	17	4	
3	Qutb-ud-din Khan . .	12	26	23	12	24	20	18	23	14	23	195	8	..	
4	Sheikh Muhammad . . .	13	26	23	12	21	17	18	15	20	23	188	4	11	
5	Harbans Singh	13	4	22	12	23	21	18	22	20	23	178	25	..	
6	Muhammad Firoze Khan .	13	26	23	12	17	21	18	21	19	22	192	11	..	
7	Jamal Khan	13	..	22	12	24	21	18	20	20	23	173	27	3	
8	Said-ullah Khan . . .	13	26	23	12	24	21	18	22	20	23	202	..	1	
9	Fateh Singh	13	24	19	12	24	21	17	23	20	20	193	10	..	
10	Badshah Khan . . .	13	26	23	12	21	16	18	23	20	17	189	13	1	
11	Jagpal Singh	..	..	17	12	23	20	18	23	20	22	156	3	..	Joined 8th June 1907.
12	Dur Muhammad	13	26	23	12	24	20	18	23	20	22	201	2	..	

AITCHISON COLLEGE LIST—*continued.*

Winter Term, 1907-08—continued.

No.	Names.	April.	May.	June.	July.	October.	November.	December.	January.	February.	March.	Total.	Sick or Leave.	Absent.	Remarks.
	Working days . . .	13	26	23	12	24	21	18	23	20	23	203	..	..	
	III.														
1	Rajinda Singh	13	21	23	12	23	17	18	19	20	23	189	10	4	
2	Jagdish Chand	13	14	23	12	17	18	18	23	19	23	180	23	..	
3	Raghbir Singh	11	16	23	12	23	18	17	16	20	23	179	16	3	
4	Dwarka Nath Singh . . .	13	25	22	12	23	20	11	20	16	23	185	14	4	
5	Taj Muhammad	13	24	23	12	20	21	18	12	20	23	186	..	17	
6	Randhi Singh	13	25	21	12	24	21	18	22	20	23	199	4	..	
7	Bakhshish Singh	13	23	23	12	15	21	6	22	20	23	178	21	4	
8	Gopal Das	..	25	23	12	21	21	16	22	12	21	173	17	..	Joined 1st May 1907.
9	Bedar Singh	..	..	..	..	..	9	18	23	19	19	88	6	..	Joined 20th November 1907.
	II.														
1	Sohan Singh	..	..	..	..	22	20	17	21	20	22	122	5	..	Joined 3rd October 1907.
2	Nigam Singh	13	13	..	..	..	..	17	22	20	23	108	95	..	Hill boy.
3	Rajindar Singh	10	23	18	12	20	21	18	21	20	23	186	8	9	
4	Muhammad Sher Khan . .	13	26	23	12	19	21	18	22	18	23	195	7	1	
5	Ranjit Singh	13	26	23	12	23	11	13	23	20	23	187	15	1	
6	Bikram Singh	..	..	..	..	..	10	14	23	20	23	90	113	..	Do.
7	Bahadur Singh	12	16	23	12	24	21	18	23	20	22	191	12	..	
8	Brij Indar Singh . . .	13	21	20	8	19	15	11	18	11	20	156	47	..	
9	Bachittar Singh . . .	11	13	..	..	7	11	18	23	20	16	119	84	..	Do.
10	Muhammad Ali Khan . . .	13	26	22	12	23	21	18	20	19	23	197	6	..	
11	Lachhmi Singh	13	13	..	..	23	21	18	22	20	23	153	50	..	Do.
12	Amogh Chand	13	13	..	..	20	21	18	23	20	23	151	50	2	Do.
13	Muhammad Haji Khan . .	..	23	20	12	22	21	18	22	20	23	181	9	..	Joined 1st May 1907.
14	Muhammad Ihsan Ali Khan .	..	..	..	..	..	16	18	20	11	23	88	14	3	Joined 1st November 1907.
	I.														
1	Surat Singh	13	26	23	12	23	21	5	22	10	23	187	15	1	
2	Budh Singh	4	24	22	12	24	21	18	23	20	22	197	6	..	
3	Abdul Rahim	13	23	22	12	23	20	18	21	11	23	186	15	2	
4	Hari Mohan	13	22	23	11	24	21	16	22	19	23	194	9	..	
5	Sa'adat-ulla	..	17	23	12	23	20	18	22	20	23	178	2	1	Joined 11th May 1907.
6	Sudh Singh	..	..	..	..	24	21	18	23	20	23	129	..	..	Joined 1st October 1907.
7	Pritam Singh	13	25	23	12	23	21	18	21	20	23	199	..	4	
8	Gurdyal Singh	13	26	20	12	16	15	11	18	14	23	168	35	..	
9	Mohan Singh	..	..	..	..	26	21	14	20	20	23	118	9	..	Joined 3rd October 1907.
10	Jaswant Singh	..	..	..	..	..	17	18	17	20	21	93	8	..	Joined 11th November 1907.
11	Vivek Singh	13	25	9	..	23	19	18	21	20	22	170	33	..	
12	Rup Chand	..	..	9	12	23	20	17	21	19	23	144	6	..	Joined 18th June 1907.
13	Shiv Indar Singh . . .	13	19	21	12	16	15	11	18	11	20	156	46	1	
14	Ali Naqi Khan	..	..	..	..	..	21	18	20	11	23	93	9	3	
15	Harbans Singh	..	16	23	12	24	17	18	22	20	23	169	2	2	Joined 20th May 1907.

LIST OF PRIZE-WINNERS FOR THE YEAR 1907-08.

Prize.	Forms.	Prize-Winners.	Books awarded.
Form Prize . .	Post Diploma . .	Ghulam Ali Khan . .	Shakespeare's Works.
„ . . .	Upper VI . . .	Kishan Singh . .	Shakespeare's Works.
„ . . .	Lower VI . . .	Ajmer Singh . .	Tennyson's Poetical Works.
„ . . .	„ V . . .	Satyavan Singh . .	Lyra Heroic.
„ . . .	Upper IV . . .	Lal Khan . . .	The Odyssey of Homer.
„ . . .	Lower IV . . .	Harbans Singh .	The Coral Islands.
„ . . .	III Form . . .	Dwarkanath Singh .	Robinson Crusoe.
„ . . .	II „	Bahadur Singh . .	Tales of Indian History.
„ . . .	I „ . . .	Budh Singh . . .	Grimm's Fairy Tales.

Special Prizes.

Persian, Science or Sanskrit.	Lower VI . . .	Ghulam Mustafa Shah .	Bostan (Persian).
„ .	Upper IV . . .	Lal Khan . . .	Gulistan „
„ .	Lower IV . . .	Fateh Singh . .	Half Hours in the Deep (Science).
Urdu or Hindi . .	„ VI . . .	Zabarjang Singh . .	Kulliyat Alakh Dhari (Urdu).
„ . .	„ V . . .	Harnarain Singh . .	Intizam-Khanadari (Urdu).
„ . .	Upper IV . . .	Lal Khan . . .	Kifayat Shaari (Urdu).
„ . .	Lower IV . . .	Muhd. Feroze Khan .	Ab-i-Hayat (Urdu).
„ . .	„ III . . .	Jagdish Chand . .	Grimm's Fairy Tales (Hindi).
„ . .	„ II . . .	Bahadur Singh . .	Tahzib-i-Akhlaq (Urdu).
„ . .	„ I . . .	Surat Singh . . .	Robinson Crusoe (Urdu).
Mathematics . .	„ VI . . .	Harnam Das . . .	Sun, Moon and Stars.
„ . .	„ V . . .	Sharif-ullah Khan. .	The Heroes.
„ . .	Upper IV . . .	Brij Lal . . .	True Stories from English History.
„ . .	Lower IV . . .	Harbans Singh . .	Treasure Islands.
„ . .	III Form . . .	Bedar Singh . .	Graphic Stories of the Seas.
„ . .	II „ . . .	Ranjit Singh . .	Graphic Stories of Adventure.
„ . .	I „ . . .	Sa'adat-ulla Khan .	The True Story Book.
Drawing . . .	Upper School . .	Sudurshan Singh . .	Instrument Box.
„ . . .	Middle Forms . .	Kishori Lal . . .	Ditto.
„ . . .	Lower „ . . .	Taj Muhammad Khan .	Ditto.

Mackworth Young Bikram Gold Medal.

Kishan Singh.

Rivaz Gold Medal.

Ghulam Ali Khan.

Godley Medal for English Essay and Composition.

Kishan Singh.

Bahawalpur challenge Cup for Gymnastics.

Mahindra Singh.

Lyall Gold Medal.

1889. Umrao Singh (Majitha).
1890. Karim Dad Khan.
1891. Harbans Singh (Attari).
1892. Randhir Singh.
1893. Fakir Saiyid Jalal-ud-din.
1894. Shafi-ulla Khan.
1895. Daljit Singh.
1896. Amar Singh (Wahali).
1897. Nasir-ud-din.
1898. Muhammad Husain.
1899. Pritam Singh.

Mackworth Young-Bikram Gold Medal.

1900. Ayub Khan.
1901. Faiz Ali Khan.
1902. Sodhi Harcharn Singh.
1903. Mumtaz Muhammad Khan.
1904. Amir Sultan.
1905. Sahib Khan.
1906. Qamar-ud-din Khan.
1907. Lalit Chand.
1908. Kishen Singh.

Rivaz Gold Medal.

1906. Allah Yar Khan. | 1907. Sudarshan Singh.
1908. Ghulam Ali Khan.

Godley Silver Medal.

1905. Bhim Sain. | 1907. Sudarshan Singh.
1906. Dasaundhi Ram. | 1908. Kishan Singh.

The following holidays were given during the year 1907-08.

29th May 1907	Special holiday in honour of the birth of a son to Mr. Cornah.
23rd June 1907	Nirjala Ekadashi.
22nd June 1907	King-Emperor's birthday.
7th October 1907	Somawati Amavasya.
14th October 1907	Dasehra Durgashtami.
16th October 1907	Dasehra.
1st November 1907	Jumat-ul-wida.
5th November 1907	Diwali.
8th November 1907	Id-ul-Fitar.
9th November 1907	King-Emperor's birthday.
19th November 1907	Guru Nanak's birthday.
23rd to 31st December 1907	Christmas vacation.
1st January 1908	New Year's Day.
10th January 1908	Guru Gobind Singh's birthday.
14th January 1908	Maghi.
15th January 1908	Id-ul-Zuha.
6th February 1908	Basant Panchami.
12th and 13th February 1908	Muharram.
15th February 1908	3rd day after Muharram.
28th February 1908	In memory of Sir Denzil Ibbetson, late Lieutenant-Governor, Punjab.
17th March 1908	Holi.
18th March 1908	Hola Mohalla.
19th March 1908	Founder's Day.

TIME-TABLE.

Morning Games—1907-08.

Squads.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
A	Drill.†	Gymnastics.	Clubs.†	Clubs.	Drill.†	Gymnastics.
B	Gymnastics.†	Clubs.	Drill.†	Gymnastics.	Clubs.†	Drill.
C	Clubs.	Drill.†	Gymnastics.	Drill.†	Gymnastics.	Clubs.†
D	Drill.	Clubs.†	Drill.	Drill.†	Clubs.	Clubs.†

† On these days part of the squad goes riding.

TIME-TABLE.

Evening Games—1907-08.

Games.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
1st	Tennis	Hockey.	Cricket.	Football.	Hockey.	Cricket.
2nd	Football.	Hockey.	Cricket.	Football.	Hockey.	Tennis.
3rd	Hockey.	Badminton.	Tennis.	Hockey.	Football.	Cricket.
4th	Hockey.	Rounders.	Football.	Badminton.	Rounders.	Badminton.

List of boys at the

Roll No.	Name of the boy.	Father's name.	Family, tribe, class and religion.	Residence, with name of District or State.	Account of Family (in Griffin's Punjab Chiefs or Massy's Chiefs).
192	Nawazish Husain.	Saiyid Nadir Shah.	Saiyid . .	Shergarh, Montgomery.	..
209	Mahindar Singh .	Sardar Rajindar Singh.	Jat Sikh . .	Kathgarh, Hoshiarpur,	Massy, 344 .
212	Ghulam Qutb-ud-din Khan.	Nawab Nizam-ud-din Khan.	Afghan Hasanzai.	Mamdot, Ferozepore.	Massy, 267 .
217	Zabarjang Singh .	Bhai Anokh Singh .	Jat Sikh . .	Sidhuwal, Karnal	..
229	Shamsher Singh .	Bhai Jasmer Singh.	Jat Sikh . .	Arnauli, Karnal .	Massy, 182 .
233	Sudarshan Singh .	Sardar Hareharan Singh.	Jat Sikh . .	Vichhowa, Amritsar.	Griffin, I, 368 .
243	Abdul Wahab Khan.	Khan Mohey-ud-din Khan.	Pathan . .	Sirsa, Hissar .	..
244	Harnarain Singh .	Sardar Jasmer Singh.	Jat Sikh . .	Tangaur, Karnal .	Massy, 218 .
254	Gajindar Singh .	Sardar Rajindar Singh.	Jat Sikh . .	Kathgarh, Hoshiarpur.	Massy, 344 .
255	Balwant Singh .	Mian Raghunath Singh.	Rajput . .	Re, Kangra .	Massy, 406 .
257	Tika Bhim Sen .	Raja Dushtni Kandan Sen.	Rajput . .	Suket.	Massy, 80 .
258	Lachhman Singh .	Sardar Jagjindar Singh.	Jat Sikh . .	Buria, Amballa .	Massy, 215 .
259	Rajindar Singh .	Sardar Sher Singh	Jat Sikh . .	Kila Jiwan Singh, Lahore.	Griffin, I, 134 .
260	Ishwari Singh .	Rana Padam Chand	Rajput . .	Jubbal, Simla .	Massy, 102 .
261	Taj Muhammad .	Khan Abdul Rahman Khan.	Tanauli . .	Phulra, Hazara .	Massy, 420 .
267	Ali Muhammad Khan.	Mir Imam Bakhsh Khan.	Biloch . .	Khairpur State, Sind,	Hind Rajasthan, 468.
271	Shivdeo Singh .	Sardar Dev Indar Singh.	Jat Sikh . .	Ghanauli, Amballa	Massy, 231 .
272	Ghulam Jilani Khan.	Malik Sher Muhammad Khan.	Tiwana . .	Mittha Tiwana, Shahpur.	Griffin, II, 279.
273	Harcharan Singh.	Sardar Narain Singh.	Jat Sikh .	Patiala State .	..
274	Lalit Chand .	The Hon'ble Thakar Mahan Chand.	Brahman .	Amritsar . .	Griffin, I, 291 .
275	Jagdish Chand .	The Hon'ble Thakar Mahan Chand.	Brahman .	Amritsar . .	Griffin, I, 291 .
276	Ghulam Ali Khan	Mir Imam Bakhsh Khan.	Biloch . .	Khairpur State, Sind.	Hind Rajasthan, 468.
283	Brij Lal .	Diwan Budha Mal.	Khatri . .	Lahore . .	Griffin, I, 113 .
284	Kishori Lal .	Missar Bhagat Ram	Brahman .	Amritsar . .	Griffin, I, 291 .
287	Ajmer Singh .	Sardar Vir Singh .	Jat Sikh .	Khumanun, Patiala State.	..
288	Raghbir Singh .	Sardar Teja Singh	Jat Sikh .	Thethar, Lahore .	Griffin, I, 181 .
289	Jagdish Singh .	Sardar Mahtab Singh.	Jat Sikh .	Chhina, Amritsar	Griffin, I, 312 .
290	Kahan Chand .	Diwan Budha Mal.	Khatri . .	Lahore . .	Griffin I, 113, .

Aitchison College.

Date of joining the College.	Scholarship-holder and name of scholarship.	Fees paid quarterly.	Distinction gained during the year.		
			Scholastic.	Athletic.	
		Rs.			
3rd May 1898 .	..	150	..	..	
17th April 1899 .	..	150	..	Hockey XI. Cricket XI. Football XI. Bahawalpur Cup. Aitchison Cup.	
17th May 1899 .	..	225	..	Football XI, ..	
11th December 1899	..	150	..	Hockey XI. Tent-Pegging team.	
1st November 1900	..	150	..	..	
1st December 1900	..	75	Second Form Prize, Upper 6th. Second Science Prize, Upper 6th. Godley Medal. Rivaz Medal.	Hockey XI (Captain).	
16th October 1901	Hissar . .	..	..	Hockey XI.	
16th October 1901	Karnal . .	..	..	Football XI.	
16th October 1902	..	150	Second Form Prize, Lower 4th.	..	
20th October 1902	Kangra . .	..	..	Hockey XI. Football XI.	
27th October 1902	..	150	..	..	
6th November 1902	..	150	Urdu Prize, Upper 4th.	..	
13th November. 1902.	Sialkot . .	..	..	..	
21st November 1902	..	150	..	..	
10th December 1902.	Peshawar .	..	Second Form Prize, Form II.	..	
4th April 1903 .	..	150	..	Tent-Pegging team. Bromhead Cup, 1907.	
11th May 1903 .	Delhi City .	..	..	..	
2nd June 1903 .	Shahpur . .	..	..	Tent-Pegging team.	
3rd June 1903 .	..	150	..	..	
2nd October 1903 .	..	75	Form Prize, Upper VI. Sanskrit Prize, Upper VI. Math. Prize, Upper VI. Mackworth Young-Bikram Gold Medal.	..	Medallist.
2nd October 1903 .	The Barnes .	..	..	..	
9th October 1903 .	..	150	..	Hockey XI. Cricket XI. Football XI.	
26th November 1903	Lahore .	..	..	..	
1st December 1903	Amritsar City .	..	..	..	
4th January 1904	Jullundur .	..	Form Prize V . Science Prize V.	Cricket XI.	
1st February 1904	The Aitchison .	..	..	..	
6th April 1902 .	Gurdaspur .	..	..	..	
7th April 1904 .	Lahore City .	..	..	..	

List of boys at the

Roll No.	Name of the boy.	Father's name.	Family, tribe, class and religion.	Residence, with name of District or State.	Account of Family (in Griffin's Punjab Chiefs or Massy's Chiefs).
291	Darshan Singh .	Sardar Hari Singh	Khatri Sikh .	Wahali, Jhelum .	..
292	Harbans Singh .	Sardar Mahtab Singh.	Jat Sikh .	Chhina, Amritsar.	Griffin, I, 312 .
294	Badshah Khan .	Khan Zorawar Khan	Pathan, Kaka Khel.	Wano, Waziristan	..
295	Ghulam Mustafa Shah.	Pir Sadar-ud-din Shah.	Pir Makhdum .	Multan . .	..
296	Ranjit Singh .	Bhai Jasmer Singh	Jat Sikh .	Arnauli, Karnal .	Massy, 182 .
297	Bhupindar Singh	Maharaja Rajindar Singh.	Jat Sikh .	Patiala State .	Massy, 9 .
298	Rajindar Singh .	Sardar Dev Indar Singh.	Jat Sikh .	Jharauli, Karnal .	Massy, 221 .
299	Nigam Singh .	Rana Padam Chand	Rajput . .	Jubbal, Simla .	Massy, 102 .
300	Lachhmi Singh .	Rana Padam Chand	Rajput . .	Jubbal, Simla .	Massy, 102 .
302	Kishan Singh .	Sardar Sundar Singh.	Jat Sikh .	Pakhoke, Ludhiana.	Massy, 241 .
303	Bikram Singh .	Raja Dhiyan Singh	Rajput . .	Arki, Simla .	Massy, 98 .
304	Fateh Singh .	Sardar Sarup Singh	Jat Sikh .	Lahore . .	Griffin, I, 91 .
305	Bakhshish Singh .	Sardar Deo Indar Singh.	Jat Sikh .	Ghanauli, Ambalia.	Massy, 231 .
306	Surat Singh .	Sardar Shiv Kirpal Singh.	Jat Sikh .	Ghanauli, Ambalia.	Massy, 231 .
307	Amogh Chand .	Rana Lal Chand .	Rajput . .	Khaneti, Simla .	Massy, 119 .
309	Muhammad Sher Khan.	Malik Fateh Sher Khan.	Tiwana . .	Mittha Tiwana, Shahpur.	Griffin, II, 279.
310	Bachittar Singh .	Raja Dhiyan Singh	Rajput . .	Arki, Simla .	Massy, 98 .
312	Saadulla Khan .	Khan Hamid-ulla Khan.	Pathan . .	Toru, Peshawar,	Massy, 487 .
313	Sharif-ulla Khan.	Khan Hamid-ulla Khan,	Pathan	Toru, Peshawar .	Massy, 487 .
314	Said-ulla Khan .	Khan Hamid-ulla Khan.	Pathan . .	Toru, Peshawar .	Massy, 487 .
315	Hari Mohan .	Missar Bhagat Ram	Brahman .	Amritsar . .	Griffin, I, 291 .
316	Satyawan Singh .	Sardar Umrao Singh	Jat Sikh . .	Majitha, Amritsar	Griffin, I, 276 .
317	Rajwant Singh .	Sardar Balwant Singh.	Jat Sikh .	Atari, Amritsar .	Griffin, I, 237 .
318	Harnam Das .	Diwan Harkishan Das.	Khatri . .	Kapurthala .	..
319	Dwarka Nath Singh,	Sardar Gulab Singh	Ahluwalia .	Kapurthala .	Massy, 32 .
320	Jamal Khan .	Nawab Muhammad Khan.	Biloch, Digan-Tumandar.	Choti, Dera Ghazi Khan.	Massy, 614 .
322	Bahadur Singh .	Sardar Godham Singh.	Khatri Sikh .	Butala, Gujranwala.	Griffin, II, 137.
323	Budh Singh .	Sardar Godham Singh.	Khatri Sikh .	Butala, Gujranwala.	Griffin, II, 137 .
324	Randhir Singh .	Sardar Raghbir Singh.	Jat Sikh .	Kalaswala, Sialkot	Griffin, II, 119.
325	Dur Muhammad Khan.	Nawab Ahmad Yar Khan.	Pathan, Khakwani.	Multan . .	..
326	Ram Singh .	H. H. Raja Sir Bhuri Singh, C.I.E., K.C.S.I.	Rajput . .	Chamba State .	Massy, 77 .
327	Kesri Singh .	H. H. Raja Sir Bhuri Singh, C.I.E., K.C.S.I.	Rajput . .	Chamba State .	Massy, 77 .

Aitchison College—continued.

Date of joining the College.	Scholarship-holder and name of scholarship.	Fees paid quarterly.	Distinction gained during the year.	
			Scholastic.	Athletic.
		Rs.		
18th April 1904 .	..	150	..	..
30th April 1902 .	Gujranwala .	..	Form Prize, 3rd Form. Urdu Prize, 3rd Form. Arith. „ „	Hockey XI.
1st October 1904 .	Dera Ismail Khan.	..	Drawing Prize, 3rd Form.	..
19th October 1904 .	Multan . .	..	..	..
22nd October 1904	..	150	..	..
22nd October 1904	..	750	Math. Prize, V Form	Cricket XI, Captain. Foot Ball. Tent-Pegging team.
November 1904 .	Delhi . .	..	..	..
3rd January 1905 .	..	150	..	..
3rd January 1905 .	..	150	..	..
24th January 1905	..	150	Form Prize, Lower VI. Urdu Prize, Lower VI.	..
27th February 1905.	..	150	..	..
19th May 1905 .	..	150	..	..
5th June 1905 .	Gurgaon . .	..	..	..
9th October 1905 .	The Ward .	..	..	..
9th October 1905 .	..	150	..	..
20th October 1905.	Jhelum . .	..	..	..
21st October 1905	..	150	..	..
8th November 1905	..	75	Form Prize, Lower VI.	..
8th November 1905	..	75	Second Form Prize, Upper IV. Science Prize, Upper IV.	..
8th November 1905	Hoshiarpur .	..	..	..
3rd January 1906	Amritsar .	..	..	..
8th January 1906	..	150	Form Prize, Upper IV. Drawing Prize, Upper IV.	..
17th March 1906 .	..	150	..	..
23rd April 1906 .	..	150	Second Form Prize, V Form. Urdu Prize, V Form.	Cricket XI.
23rd April 1906 .	..	150	Form Prize, 2nd Form. Urdu Prize, 2nd Form. Arith. „ „ „	..
27th April 1906 .	..	150	..	..
1st October 1906 .	..	150	Form Prize, 1st Form Urdu „ „	..
1st October 1906 .	..	150	..	..
6th October 1906 .	..	150	Arith. Prize, 2nd Form.	..
8th October 1906 .	..	150	..	..
25th October 1906	..	150	..	Cricket XI. Tennis team.
25th October 1906	..	150	..	Cricket XI.

List of boys at the

Roll No.	Name of the boy.	Father's name.	Family, tribe, class and religion.	Residence, with name of District or State.	Account of Family (in Griffin's Punjab Chiefs or Massy's Chiefs).
328	Nihal Singh .	H. H. Raja Sham Singh.	Rajput . .	Chamba State .	Massy, 77 .
329	Jasjit Singh .	The Hon'ble Sardar Partap Singh.	Ahluwalia .	Jullundur City .	Massy, 32 .
330	Lal Khan . .	Raja Muhammad Khan.	Rajput . .	Pothi, Guj rat .	..
331	Muhammad Feroze Khan.	Malik Muhammad Hayat Khan.	Nun . .	Nurpur, Shahpur.	Griffin, II, 310.
332	Muhammad Ali Khan.	Malik Muhammad Hayat Khan.	Nun . .	Nurpur, Shahpur.	Griffin, II, 310 .
333	Abdul Hamid Khan.	Khan Bahadur Abdul Ghafur Khan, Khan of Zaida.	Pathan . .	Zaida, Peshawar .	Massy, 489 .
334	Abdul Rahim Khan.	Khan Bahadur Abdul Ghafur Khan, Khan of Zaida.	Pathan . .	Zaida, Peshawar .	Massy, 489 .
335	Brij Indar Singh .	Kanwar Gajindar Singh.	Jat Sikh .	Faridkot State .	Massy, 73 .
336	Shiv Indar Singh	Kanwar Gajindar Singh.	Jat Sikh .	Faridkot State .	Massy, 73 .
337	Pritam Singh .	Sardar Siv Narain Singh.	Jat Sikh .	Tangaur, Karnal.	Massy, 218 .
339	Gurdiyal Singh .	Sardar Hazura Singh.	Jat Sikh .	Harnam Singhwala, Nabha State.	..
340	Viveka Singh .	Sardar Umrao Singh.	Jat Sikh .	Majitha, Amritsar	Griffin, I, 276 .
341	Sheikh Muhammad	Qazi Gulam Murtaza Khan.	Qazi . .	Muzaffargarh.	..
342	Muhammad Haji Khan.	Nawab Sadiq Muhammad Khan.	Abbasi . .	Bahawalpur State	Massy, 15 .
343	Gopal Das .	Lala Ram Saran Das.	Khatri . .	Lahore . .	..
344	Sa'adat-ullah Khan	Khan Hamid-ullah Khan.	Pathan . .	Toru, Peshawar .	Massy, 487 .
345	Harbans Singh .	Sardar Mahindar Singh.	Jat Sikh .	Jharauli, Karnal	Massy, 221 .
346	Jagpal Singh .	Sardar Raghbhir Singh.	Jat Sikh .	Ladharan, Ludhiana.	Massy, 251 .
347	Rup Chand .	Lala Ram Saran Das.	Khatri . .	Lahore . .	..
348	Sudh Singh .	Sardar Godham Singh.	Khatri Sikh .	Butala, Gujranwala.	Griffin, II, 137 .
349	Sohan Singh .	Sardar Hardit Singh.	Khatri Sikh .	Rawalpindi .	Griffin, II, 397.
350	Mohan Singh .	Sardar Hardit Singh.	Khatri Sikh .	Rawalpindi. .	Griffin, II, 397 .
351	Muhammad Ihsan Ali Khan.	Nawab Ahsan Ali Khan.	Pathan . .	Maler-Kotla State	Massy, 68 .
352	Muhammad Ali Naqi Khan.	Nawab Ahsan Ali Khan.	Pathan . .	Maler-Kotla State	Massy, 63 .
353	Jaswant Singh .	Guru Bishan Singh	Sodhi Khatri Sikh.	Guru Harsahai Ferozepore.	Massy, 273 .
354	Bedar Singh .	Rana Hira Singh .	Rajput. . .	Kumharsain Simla.	Massy, 104 .

Aitchison College—concluded.

Date of joining the College.	Scholarship-holder and name of scholarship.	Fees paid quarterly.	Distinction gained during the year.		
			Scholastic.	Athletic.	
		Rs.			
25th October 1906	..	150	..	Cricket XI. Tennis team. Hutchinson Cup.	
25th October 1906	..	150	..	..	
5th November 1906	Gujarat . .	..	Form Prize, Lower IV. Science Prize, Lower IV. Math. Prize, Lower IV.	..	
5th November 1906	..	75	Second Form Prize, Form III.	Tent-Pegging Cup, 1908.	
5th November 1906	..	75	..	..	
8th November 1906	..	150	..	..	
17th November 1906	..	75	..	..	
20th November 1906	..	375	Second Form Prize, 1st Form. Arith. Prize, 1st Form.	..	
20th November 1906	..	375	..	..	
22nd November 1906	Rohtak . .	..	..	..	
26th November 1906	..	150	..	..	
2nd February 1907	..	75	..	..	
16th February 1907	Dera Ghazi Khan	..	..	..	
1st May 1907 .	..	150	..	..	
1st May 1907 .	..	150	..	..	
11th May 1907 .	Kohat . .	..	..	..	
20th May 1907 .	Ludhiana .	..	..	..	
8th June 1907 .	Ferozepore .	..	..	..	
18th June 1907 .	.. .	150	..	..	
1st October 1907 .	..	150	..	..	
3rd October 1907 .	..	150	..	..	
3rd October 1907 .	..	150	..	..	
1st November 1907	..	150	..	..	
..	..	150	..	..	
11th November 1907	..	150	..	..	
20th November 1907	..	150	..	..	

REPORT ON

THE DALY COLLEGE

INDORE

Dated Indore Residency, the 7th October 1908.

From—PERCY HIDE, Esq., M.A., Principal, Daly College, Indore,

To—The First Assistant to the Honourable the Agent to the Governor-General in Central India.

I have the honour to submit the report on the working of the Daly College for the year 1907-08.

2. On April 1st, 1907, the College Staff consisted of :— Staff.

Principal	Mr. Percy Hide, M.A.
Assistant Master	Mr. F. D. H. Joy, B.A.
,, ,,	Mr. V. A. S. Stow, B.A.
1st Native Assistant Master	Vacant.
2nd ,, ,, ,,	Lala Kanhiyalal Varma, M.A.
3rd ,, ,, ,,	Mr. A. G. Karnick, B.A.
4th ,, ,, ,,	Vacant.
5th ,, ,, ,,	Mr. Erachshaw N. Cooper.
6th ,, ,, ,,	Pandit S. L. Tambe.
7th ,, ,, ,,	Pandit Raghunandan.
8th ,, ,, ,,	Pandit G. H. Joshi left on 1st May 1907.
House Master	Sahibzada Ahmedin Khan.
Assistant House Master	Pandit S. B. Pendharkar.
Head Clerk	Lala Sadasukh.
2nd Clerk and Librarian	Mr. Kifayetulla Khan.
3rd Clerk	Pandit Bhagirath left on 15th June 1907.
Riding Master	Keshar Singh left on 1st November 1907.
Drill Instructor	Naik Abdul Latif Khan left on 1st July 1908.
Religious Teacher	Pandit Laxmi Narayen.

and on 31st March 1908 the staff was constituted as follows :—

Principal	Mr. Percy Hide, M.A.
Assistant Master	Mr. F. D. H. Joy, B.A.
,, ,,	Mr. V. A. S. Stow, B.A.
1st Native Assistant Master	Post held by Mr. D. F. Vakil, B.A., from 25th July 1907 to 5th October 1907.
2nd ,, ,, ,,	Lala Kanhiyalal Varma, M.A.
3rd ,, ,, ,,	Mr. A. G. Karnick, B.A.
4th ,, ,, ,,	Mr. R. N. Kale joined 1st April 1908.
5th ,, ,, ,,	Mr. Erachshaw N. Cooper.
6th ,, ,, ,,	Pandit S. L. Tambe.
7th ,, ,, ,,	Pandit Raghunandan.
8th ,, ,, ,,	Mr. D. D. Narialwala joined 3rd August 1907.
9th ,, ,, ,,	Vacant.
House Master	Sahibzada Ahmeddin Khan.
,, ,,	The post held by Thakur Lal Singh from 5th August to 20th October 1907.
Assistant House Master	Mr. Bapu Mian Sardar Khan joined 1st July 1907.

Assistant House Master	Pandit S. B. Pendharkar.
Head Clerk	Lala Sadasukh.
2nd Clerk and Librarian	Lala Jwala Prashad joined 19th June 1907.
3rd Clerk	Mr. Kifayetulla Khan.
Hospital Assistant	Mr. K. D. Bhalerao joined 15th June 1907.
Cricket Coach	Mr. Ghulam Jilani joined on 6th January 1908.
Riding Master	Daffedar Rahim Ali Khan joined 1st November 1907.
Religious Teacher	Pandit Laxmi Narayen.

3. During the year the following Kumars left the College :—

Dewan Krishna Rao Ramrao Palshikar of Indore on 25th February 1908.

Rana Inderjit Singh of Jobat on 3rd August 1907.

Bapu Sajjan Singh of Bakhatgarh on 1st May 1907.

Kumar Rai Singh of Bakhatgarh on 1st May 1907.

Sardar Martand Rao Bhagwat Rao of Indore on 1st May 1907.

Jagirdar Chhaterpati Singh of Lughasi on 1st May 1907.

Bapu Tikam Singh of Dhargaon on 1st May 1907.

Zamindar Rangrao Morar Rao of Indore on 1st May 1908.

Kumar Maharaj Singh of Bhiyad (Datia) on 1st May 1908.

Kumar Sardar Singh of Bhelsi (Orchha) on 1st May 1908.

Kumar Aman Singh of Dehri (Orchha) on 1st May 1908.

Kumar Mangal Singh of Kumarra (Datia) on 1st May 1908.

Kumar Vishwanath Singh of Kora Rampura on 1st May 1908.

Kumar Murat Singh of Panna on 1st May 1908.

Thakur Raghunath Singh of Sarwan on 20th December 1907.

Bapu Kishan Singh of Jamunia on 11th March 1908. Joined during the year.

Sirdar Malhar Rao Holkar of Indore on 1st July 1907.

Sirdar Bhao Sahib Holkar of Indore on 1st July 1907.

Kumar Harbal Singh of Hirapore (Orchha) on 15th July 1907.

Attendance.

4. The attendance of the Kumars is shown by the following table :—

Number of boys on roll on 1st April 1907	54
Number of boys on roll on 31st March 1908	41
Total number of working days during the year (from 1st April 1907 to 31st March 1908)	215
Average number of boys during the year	45
Average daily attendance	40·93
,, ,, sickness	·80
,, ,, absence	1·98
,, ,, leave	1·29

Health.

5. The heatlh of the Kumars has been good on the whole and there have been no cases of serious illness and no serious accidents. The health of the Kumars was worst at the end of the year when they moved from the old boarding houses to the new temporary boarding houses. For about three weeks there was a good deal of sickness, but this passed off before the end of the year and the health of the Kumars was quite satisfactory in April.

Finance.

6. Correspondence with the Government of India regarding the annual Government grant to the College and the amount to be paid to the College as arrears of grant has been carried on during the year and a statement showing the exact financial position of the College will soon be issued.

7. A statement written by the Executive Engineer, Indore, is attached here and this shows exactly what work has been done on the new Daly College during the year. Buildings.

* * * * * *

8. In the summer vacation several members of the staff attended a somewhat informal class held by me, when methods of teaching were discussed and practised. The examination of March 1907 resulted in six classes being formed. These were called the II, IV, V, VI, VII, VIII, as I considered that they corresponded fairly closely with similar classes in the other Chiefs' Colleges. As there was no accommodation for new boys until the end of the year this small number of classes explains the vacancies on the staff. I was unable to follow exactly the curriculum of the other Chiefs' Colleges as few of our Kumars have worked through a carefully graduated course. Consequently the curriculum of each class had to be arranged to suit the deficiencies of the Kumars in the class. I believe that the teaching of the staff improved during the year and that a good deal of solid work was done. Weekly examinations were held and the Kumars learned to express themselves fairly on paper and performed very creditably at the inspection by the Officiating Director-General of Education, and in the final examination. Until the Kumars who are at present in the lower classes have passed into the highest classes the curriculum of the Daly College will necessarily be slightly different to that of the other Chiefs' Colleges for the reason I have given above. Curriculum and school work.

In October 1907 I attended a conference of the Principals of the Chiefs' Colleges and certain changes in the curriculum of the Diploma class were proposed and agreed to by the Principals. These have been sanctioned by Government and will, I believe, facilitate the working of the Diploma class and at the same time increase the value of the Diploma and make the classes of the Chiefs' Colleges more capable of comparison.

9. The College was inspected by Mr. Giles, the Officiating Director-General of Education, in January 1908. Examination inspection.

Mr. Giles inspected the work of each class, watched the games, and spent a good deal of time talking to Masters and Kumars. He made it clear that the Daly College could not compete as yet with the other Chiefs' Colleges either in the class room or on the play ground, but his remarks were extremely encouraging and he recognised fully the difficulties with which the staff have had to contend—difficulties which I shall detail later.

10. The College Shastri has supervised the religious ceremonies of the Kumars as in the past and attendance at the College temple has been regular. Religious instruction.

It is hoped that a Maulvi will soon be appointed to the College as the number of Muhammadan Kumars will probably be increased.

11. For the greater part of the year the Kumars were accommodated in the four old boarding houses. In February the Kumars moved to the new temporary boarding houses where they will live until the new permanent boarding houses are ready for them. Boarding houses.

12. In August a meeting of the Managing Committee of the Daly College was held when the following members were present:— Noteworthy events.

His Highness the Maharaja Scindia, G.C.S.I., G.C.V.O., A.D.C., LL.D.

His Highness the Raja of Dewas (Senior Branch).

His Highness the Raja of Ratlam.

His Highness the Raja of Sailana, K.C.I.E.

His Highness the Raja of Sitamau.

Major J. L. Kaye, Resident at Indore.

Major F. G. Beville, Political Agent in Bhopawar.

Rai Bahadur Nanak Chand, C.I.E., Minister, Indore State.

Mr. P. B. Warburton, First Assistant to Agent to the Governor General in Central India (Secretary).

Another meeting was held in November and there were present :—

His Highness the Maharaja Scindia, G.C.S.I., G.C.V.O., A.D.C., LL.D.

His Highness the Raja of Dhar.

His Highness the Raja of Ratlam.

His Highness the Nawab of Jaora.

His Highness the Raja of Sitamau.

Major J. L. Kaye, Resident at Indore.

Major F. G. Beville, Political Agent in Bhopawar.

Rai Bahadur Nanak Chand, C.I.E., Minister, Indore State.

Mr. P. B. Warburton, First Assistant to Agent to the Governor-General in Central India (Secretary).

And a third meeting was held in January 1908 which was attended by :—

His Highness the Maharaja Scindia, G.C.S.I., G.C.V.O., A.D.C., LL.D.

His Highness the Maharaja of Orchha, G.C.S.I., G.C.I.E.

His Highness the Raja of Dhar.

His Highness the Nawab of Jaora.

His Highness the Raja of Ratlam.

His Highness the Maharaja of Charkhari, K.C.I.E.

His Highness the Raja of Sitamau.

His Highness the Raja of Sailana, K.C.I.E.

Major F. G. Beville, Political Agent in Bhopawar.

Rai Bahadur Nanak Chand, C.I.E., Minister, Indore State.

Mr. P. B. Warburton, First Assistant to Agent to the Governor-General in Central India (Secretary).

Mr. E. Giles, C.I.E., Director-General of Education in India.

And this was followed by a meeting of a General Council of the College and there were present :—

The Hon'ble Colonel Daly, C.S.I., C.I.E.

His Highness the Maharaja Scindia, G.C.S.I., G.C.V.O., A.D.C., LL.D.

His Highness the Maharaja of Rewah, G.C.S.

His Highness the Maharaja of Orchha, G.C.S.I., G.C.I.E.

His Highness the Maharaja of Datia.

His Highness the Raja of Dewas, Junior Branch.

His Highness the Nawab of Jaora.

His Highness the Raja of Ratlam.

His Highness the Maharaja of Charkhari, K.C.I.E.

His Highness the Maharaja of Bijawar.

His Highness the Raja of Sitamau.

His Highness the Raja of Sailana, K.C.I.E.

His Highness the Raja of Jhabua.

The Rana of Burwani.

The Thakur of Piploda.

Raja Bahadur Bhagwant Singh of Orchha.

The Thakur of Shujaota.

The Thakur of Namli.

The Thakur of Sheogarh.

The Thakur of Pancher.

The Thakur of Semlia.

Mr. E. Giles, C.I.E., Director-General of Education in India.

Colonel L. S. Newmarch, Political Agent in Malwa.

Mr. W. E. Jardine, I.C.S., Political Agent in Bundelkhand.

Major A. F. Pinhey, C.I.E., Resident at Gwalior.

Mr. L. W. Reynolds, I.C.S., S. P. O. in Datia.

Mr. P. B. Warburton, First Assistant to Agent to the Governor-General in Central India.

Rai Bahadur Nanak Chand, C.I.E., Minister, Indore State.

Khan Bahadur Saiyed Mohmad Nasiruddin, Revenue Minister of Bhopal.

Sardar Madhorao Vinayek Kibe.

Mr. Percy Hide, Principal, Daly College (Secretary).

In December 1907 the Hon'ble the Agent to the Governor-General distributed the prizes to the Kumars of the College in the compound of the old College. I hope that in future prize distributions may take place in one of the new buildings where we shall have better accommodation for our guests on such occasions.

A challenge cup for the best gymnast in the College was most kindly given by Shrimant Vaghoji Kewarji Raje Shirke of Baroda on the occasion of his visiting the College.

13. A few Kumars have kept ponies at the College and have ridden regularly. The riding has improved and this is due very much to Mr. Cholmondeley's kindness in allowing the Kumars to ride with his hounds. Mr. Cholmondeley again arranged a point to point race for the Kumars and gave the winner a handsome prize. Riding.

14. The College has been fairly successful in games during the year. The College cricket team (Masters and Kumars) having won 5 out of 7 matches played, while the 1st XI (Kumars only) won 7 out of 11 matches. The College football XI won 7 out of 16 matches. During the year the Central India Schools' Association arranged matches between the schools of Central India. The Daly College won the cricket challenge cup and the challenge cup for the tug-of-war. Games.

We were just beaten (after first playing a pointless draw) by the winners of the football challenge cup and we were second in the gymnastic competition.

In the athletic sports we scored but very few points. I should like to draw attention to these results as they demonstrate, in my opinion, the spirit in which my colleagues (both English and Indian) are working with the Kumars. That the Daly College should excel where combination is required gives me a great deal of satisfaction. These results lead me to hope that the College games are producing a moral as well as a physical effect upon the Kumars. In an earlier paragraph I spoke of the difficulties with which the staff has had to contend. Our class rooms are small and deficient in many ways. Our boarding houses are not placed conveniently either to the class rooms or the play grounds. The play grounds are temporary and in some respects unsuitable. Almost all our arrangements are makeshifts. For the work and the tone of the College I must refer to the report of the Officiating Director-General of Education and to the opinion of those visitors who have had full opportunities of judging the condition of the College; but that the College teams rather than the individual Kumars should be successful in athletics is ample evidence, in my opinion, that the staff is working on the right lines. The year under report was certainly an uncomfortable one to work through, but, thanks to the enthusiasm of my colleagues, it is a satisfactory year to look back on.

Progress made on the new Daly College buildings and grounds during the year 1907-08.

Main building.—The foundations were excavated to an average depth of 5½ feet and tested under a weight of 6 tons to the 29 feet, as compared with a maximum weight of 2½ tons to the 29 feet which the building when

completed will exert. The foundations have been completed and consist of lime concrete to 6" below the ground surface; in the deeper portions, where the soil was less satisfactory, cement concrete was employed.

The plinth of the inner walls have been constructed to their full height of $6\frac{1}{2}$ feet above the ground and is a coursed rubble masonry of the local black trap.

Some *200* samples of limestone, sandstone and marble were collected and eventually a marble obtainable in Udaipur territory was selected for the facing of this building.

The marble facing to the plinth has just been commenced. Sanction to proceed with this building above plinth level has been withheld; it is anticipated that three full years will be required for the construction from the date of receipt of this sanction.

Boarding house.—One house was commenced in March and the other in April 1907.

The foundations to the northern boarding house gave the more trouble and had to be excavated to an average depth of $5\frac{1}{6}$ feet.

The foundations of both buildings were completed during the rainy season, and at the end of March 1908 the superstructure in both cases stood about 7 feet above plinth level. These buildings are of red-brick, pointed, and ornamented with white Porbandar stone. The southern boarding house should be completed in all essential parts by November 1908, *i.e.*, the chatties and parapets will still remain; and both boarding houses entirely completed by March 1909.

The Principal's house.—This house is constructed in brick in lime plastered and is roofed with the Allahabad pattern tile as are also the out-houses attached. It has been sited close to the southern entrance to the College grounds and overlooks the main playing fields.

The buildings were nearly completed by March 1908 at a cost of Rs. 24,363.

Two Assistant Masters' houses.—These two houses are similar in style to the Principal's house but are not quite so commodious.

The contractor entrusted with the erection of these houses failed to fulfil his agreement which has caused considerable delay.

It is hoped that one house will be completed by July 1908 and the other by December 1908.

The hospital buildings—which consist of—

(*a*) main block, with two wards, four bathrooms, four kitchens, dispensing room, and consulting room,
(*b*) infectious ward—one ward, two bathrooms, two kitchens,
(*c*) servants' quarters and latrines, and
(*d*) hospital assistant's quarters,

have been completed during the year except that the hospital assistant's quarters have had to be roofed in temporarily with corrugated iron sheets as sufficient tiles were not forthcoming.

One of the bathrooms in the main block has been given a large window with a north aspect so that it can be used as an operation room should the occasion arise.

These buildings have been constructed in brick lime plastered and roofed with the Allahabad pattern tile, with the exception of the hospital assistant's quarter which is constructed of brick in mud lime pointed. These buildings were constructed at a cost of Rs. 14,215 by March 1908.

Servants' quarters and kitchens.—These have been sited in 6 lines immediately behind each of the boarding houses and contain in all 100 servants' quarters and 100 kitchens. The construction adopted is—

Foundation boulders in murrum. Plinths, rubble stone in lime. Superstructure brick in mud. Roofs single Allahabad tiling. Each room is 10×10 and those that face south are provided with a verandah 6' wide.

The kitchens have roof ventilation. Some modifications have been made in the design to permit the Daly College boys to move into them pending the completion of the boarding houses.

Two of the lines have also had to be roofed as a temporary measure with corrugated-iron sheets as sufficient tiles were not forthcoming.

The cost of the building as they stand is Rs. .*

Stables and syces' quarters.—A line of 20 stables and 2 lines of 10 syces' quarters each have been constructed at a cost of Rs. 7,921.

A site has been reserved for further stabling should it be required.

Grounds.—The heading grounds in the estimate covers the following items :—

(*a*) Construction of a well.
(*b*) Roads.
(*c*) Fencing.
(*d*) Reclaiming portion of quarry.
(*e*) Free planting.
(*f*) Drainage.
(*g*) Making cricket and football grounds.

During the year the well was completed, about $1\frac{1}{4}$ miles of road opened to traffic, a small portion of the quarry reclaimed, and about 150 trees planted.

The majority of the work covered by the head grounds should be completed during the year 1908-09.

* Left blank in original.

INSPECTOR'S

AND

EXAMINER'S REPORT

No. 22-Camp, dated Bombay, the 25th March 1908.

From—E. GILES, Esq., M.A., C.I.E., Officiating Director-General of Education in India,

To—The Secretary to the Government of India, Foreign Department.

I have the honour to submit a report of my recent inspections of the four Chiefs' Colleges and to state that I have tested the Diploma candidates in oral English at the Aitchison, Mayo and Rajkumar Colleges. There was no Diploma class at the Daly College. All arrangements for the Diploma examination in April have been made with Mr. Hesketh, who will submit the results for final scrutiny by Mr. Orange in Simla. Mr. Orange will then communicate them to the Foreign Department.

2. *Daly College, Indore.*—I took advantage of the College Council meeting to visit Indore from 28th to 31st January and was able to inspect all the classes and to see something of their work. Besides this I saw them at cricket and football and discussed the general condition of the College with the Principal on several occasions.

The College is still in a transitional state as the new buildings are not yet ready for occupation. But various buildings in connection with the new College have been completed and the Principal's house will be ready by the end of March. It will then be possible to remove all the Kumars to temporary boarding houses and to admit, in April of this year, the large number of boys who are ready to join the College. Up to the present time admissions have been refused and the actual number on the rolls is 43 only, but it is expected to rise to 90 in April. The new permanent boarding houses will be ready in March 1909 and, as they are spacious and contain large rooms available as class rooms, it will be possible to have the College in full working order next year although the main College building will not perhaps be completed for another year.

The Staff.—There are three Europeans on the staff and the personnel is unchanged since 1907. There are 8 posts on the native establishment, but two of these are kept vacant until the College has full numbers. Of these vacant posts one is that of 1st Assistant Master on Rs. 200 to Rs. 300, a salary which should command the services of a first rate teacher who should add considerably to the strength of the native staff. During the year Mr. Hide has held a class in Method for the benefit of the staff and, so far as I was able to judge, the teaching in the College is now conducted on sound and commonsense lines. The native teachers generally appeared to me to be capable men with pleasant manners and appearance.

The Curriculum.—This is being gradually reorganised and brought into line with that followed at the other Chiefs' Colleges. The work of the two lowest classes may be taken to be fairly equal to what is done in similar classes elsewhere, while in the higher classes, where the Kumars have not passed through a carefully graduated course, the curriculum has been adapted to their deficiencies. Thus, where a beginning has been made, *e.g.*, in Sanskrit and Science, different classes have had to do the same work. It has also been found that the teaching of vernacular has been neglected in the past and in the higher classes the knowledge of the vernacular is inadequate.

I attach a copy of the curriculum as it now stands. It is admittedly uneven but is a fair and sensible curriculum, suitable to the special conditions of the College. It will be seen that the work in the highest class is generally on the lines laid down for the Diploma Examination.

The Classes.—I attach a list showing all the Kumars according to their classes. There are six classes, numbered from VIII to II, Class III being non-existent at present. I inspected all the classes and make the following remarks :—

Class II.—This is the highest class in the College, with 4 boys, and will become the Diploma class in 1909. I tested their work under the head of administration, a difficult subject, and received very creditable answers which showed that they had been carefully grounded and understood what they were

doing. Their mastery of English is not perhaps equal to that of the boys of the same age at Ajmer, but they spoke correctly, if somewhat slowly, and evinced a good deal of commonsense in their replies. I consider that with another year's study they will be fairly well up to the standard of the Diploma course.

Class IV.—There were six boys in this class who read their English book clearly and with a fairly good accent. Careful teaching was shown in their efforts to pronounce their words plainly. They also were able to give an intelligent explanation of what they had read.

Class V—contained only three boys of whom one was absent. The class was too small to admit of any useful test being applied but they had a fairly good knowledge of the work on which they were engaged, which was Geography.

Class VI.—This was a good class of 10 boys and there was a good deal of life about it. I tested their English by hearing them tell stories, which were generally about animals such as tigers and snakes. The result was fairly promising. Their recitation of poetry was good and very careful and all the boys knew the pieces learnt and made no mistakes.

Class VII.—This contains 9 boys of whom 8 were present. They were engaged in a Geography lesson when I visited the class. The lesson was being given by a native teacher and I watched his work which was intelligent and on sound lines. The class appeared to be a very fair one.

Class VIII.—This contained 10 boys whose average age was just over 13, the youngest boy being only 7. There were two boys of 15 and 16 respectively in the class and two over 14. It is to be hoped that in time boys will come to the College at a more impressionable age. The class appeared to be making a fair start.

All these classes are taken in English by one of the English staff, and on the whole I consider that there was a marked improvement in the knowledge and pronunciation of the language throughout the College. There was also every indication of sound instruction and discipline, in the neatness of the written work and in the manners of the boys. Mr. Hide and his colleagues have a difficult task in bringing together and accurately classifying boys of greatly varying ages (*e.g.*, in Class VI there are boys of 12 and boys of 17!), and probably their labour will not be lightened when a large batch of new boys arrives, but I have no doubt that they are working on sound lines and that, with time, the College classes will be equal to those at the older institutions.

I was pleased to see that the drawing taught in the school is sensible and attractive and that memory drawing is included. I would not exclude it from the two higher classes, and the lowest class might also, I think, be allowed to practise easy brush work.

Games and Physical Exercises.—There has been a very great development in this respect. The College is fortunate in having two very good cricketers in Messrs. Joy and Stow and these, with a cricket coach, has succeeded in establishing good style and real capacity in the game. I saw a football match among the juniors against another school, and the discipline and quickness of the College boys was delightful to watch. It is quite evident that as regards the physical side of the school training there is nothing to be desired.

The manners and bearing of the Kumars also appeared to me to have greatly improved since last year. They are now a pleasant lot of gentlemanly boys and are, I think, decidedly smarter in appearance than they were.

In short, I formed a very favourable opinion of the College and its work and management under the present conditions, which are admittedly unsatisfactory. I have no hesitation in stating my opinion that progress and development on sound and useful lines may confidently be expected under the enthusiastic guidance of Mr. Hide and his colleagues, who have evidently identified themselves with the best interests of the Institution. I trust that it may be found possible to expedite building operations as much as possible, so that the period of transition may not be unduly prolonged.

I have no doubt that when the College is finally established in its new home it will develop rapidly and advance both in numbers and in efficiency.

Finally, I note with satisfaction that the College Council are considering arrangements under which training in administration may be given to Kumars whose education has been neglected. In the future I have little doubt that a Post Diploma course will also be developed for those who have passed through the College and who desire special training.

3. *Aitchison College, Lahore.*—I inspected this College on the 10th, 11th and 12th of March. It is not necessary to repeat my general remarks of last year as to the buildings and surroundings. The staff, European and Native, is unchanged. The number of pupils is now 82, of whom 3 are reading in a Post Diploma course and the rest are in the regular school classes. There are also 4 ex-students who reside at the College and attend lectures at the Government Arts College, so that altogether 86 pupils and ex-pupils take advantage of the College instruction and life.

The four men attending the Arts College do not constitute any burden on the teaching staff, and their residence at the Aitchison College is obviously very beneficial to them, as they live in excellent surroundings and enjoy the healthy College life and sports. I consulted the Principal as to them, and he is of opinion that their residence at the College is in no way prejudicial to the regular pupils. But of course the Managing Board would always retain the power of restricting the admission of undergraduates to residence at the College and of prohibiting it altogether if at any time this appeared desirable. For the present it may be regarded as an experiment.

The Post Diploma Class.—This consisted of 3 pupils who all got their Diplomas last year. Their instruction in this class has thrown a heavy burden on the staff, as even a small class of three demands a great deal of attention. At the same time I do not think that under present circumstances any increase to the European staff is necessitated on account of the Post Diploma class. Perhaps it might be possible to obtain assistance from a European tutor in special charge of a Chief, such as Mr. Wilson, who would perhaps be glad to take a moderate emolument for helping in this special work. The Post Diploma class is now provisional and experimental, and at present it does not appear likely that it will develop much at the College. I gathered from the three young men now in it that they will not remain after the next vacation. One thinks of joining an Agricultural College, another is to return to his own estate and the third is possibly going to England.

I am of opinion that, even if the number of students is small and their stay in the class for a limited period only, yet their residence for that period at the College and their further instruction must be very beneficial to them, and I agree with the Principal in thinking that the class, even with restricted limitations, is valuable and should be maintained.

The Diploma Class.—This consisted of 4 boys only. I examined them in English *viva voce* and their full examination will be completed in April. It is possible that three out of the four, if they get their Diploma, will remain for a further period of study in the College and that one will join an Agricultural College. The class did not strike me as a remarkable one and there was no one in it of conspicuous ability.

The Classes generally.—I inspected all the classes in the school and paid special attention to the teaching and proficiency in English. Class VI (lower) below the Diploma class had 7 boys, mostly of rather advanced age. They appeared to be painstaking but not very bright, and though there was evidence of careful work and teaching, yet the class as a whole is not likely to afford very brilliant material for the Diploma Class of 1908-09. In Class V there were 7 boys and these were on the whole a good lot, who read and expressed well and had a fairly good grasp of English. One very young boy below 14 years of age was exceptionally promising. Class IV is in 2 divisions of 12 and 9 boys respectively. In the upper division (9 boys) I was well satisfied with their reading and explanation. The lower division struck me as a very good class who read well and clearly knew their grammar and recited fluently

though perhaps rather too quickly. In Class III there were 9 boys of the average age of 14. I was somewhat disappointed with their reading in English as they failed to pronounce distinctly and had an inferior accent. They read too fast also in some cases and failed to note or understand the stops in the sentences. Class II was an uneven class as it contained old boys of 15 and 16 who are never likely to do much good. The reader in use in the class seemed to me to be not very appropriate, being one specially adapted for English children in England. I should advise its being changed. Class I of 15 boys is the lowest class in the school and contains some excellent material. I thought them very promising in English, and in object lessons they showed considerable intelligence, but the object lessons given by one of the native staff were not made specially interesting.

General Remarks.—The school, as a whole, suffers by the recruitment of boys at a late age. In almost all cases I found that when the boys come to the College at a teachable age, 8 to 10 or 11, they do well, but boys who join, knowing little or nothing, at the age of 14 or 15 are a handicap to progress and a drag upon others in the classes. Every effort should, I think, be made to recruit boys as early as possible.

The Post Diploma class has to some extent taken the European staff from the English lessons of the lower classes. It is proposed to appoint a qualified lady to take the smaller boys in English in the lower forms and this, if the person appointed is efficient, may have an excellent effect, for I think that young boys learn quickly and readily under a lady teacher. It is at all events an interesting experiment and one that, if successful, will give relief to the European staff and also provide for the systematic teaching of English by an English teacher. Some of the native teachers, as I noticed last year, do not appear to me to be competent to teach the English language.

The general life of the College appears to be bright and healthy, and I need not repeat my remarks of last year. Four horses are now maintained by the College and 24 boys are learning to ride who before could not do so as they could not afford to keep ponies. This is excellent and in time riding will perhaps become a regular part of the curriculum. At a recent visit to Ajmer the school representatives got badly beaten at cricket and, if funds permitted, I should recommend the employment of a cricket coach as in the other Colleges. I watched the 1st XI in a hockey match in which they showed considerable zeal and proficiency.

The manners and behaviour of the boys were excellent. They were pleasant to deal with in class and are evidently carefully supervised. Many of them are hardly socially of so high a standing as the pupils at Ajmer and Rajkot, and some, as I have said, come to school much too late, but the whole impression that I gained was very favourable, and I have no hesitation in recording my opinion that the College under Mr. Leslie Jones and his staff is progressing to greater efficiency and utility and is a most valuable institution.

4. *Mayo College, Ajmer.*—I inspected this College on the 16th, 17th and 18th March. The number of pupils has risen from 143 to 164 and it is expected that in next term there will be at least 170 on the rolls. This speaks well for the popularity of the College, but there is already a difficulty about accommodation as some of the boarding houses are overflowing. Of the 164 pupils now in residence 3 are in the Post Diploma class. The rest are in the regular College classes.

The new wing to the College will be completed in October and will afford great relief, especially to those classes which now have to sit close together in the large hall and in the cricket pavilion. A residence for the European Assistant Masters is being erected and it is also proposed to build a sanitarium, which seems to be essentially necessary with so large a number of resident pupils. Extensions to the boarding houses will also be required if the number in the College increases. The staff, European and Native, is unchanged, but Mr. Waddington is on leave and Mr. Wilkinson, I.C.S., is acting for him. Mr. Sherring has returned from leave, but Mr. Twiss is absent on short leave, and it is possible that Mr. Williams, who is on the leave

reserve of the cadre, may be moved to Rajkot. This may be necessary in the interests of the service, but it is obvious that with over 160 pupils in the school a staff of 5 Europeans is not more than adequate if their influence is to be generally felt as it should be. The native staff remains as in last year and I need not repeat my remarks regarding it. I may however state the opinion that the staff should be strengthened in number. Class VIII is now in 3 sections each of which requires a separate teacher, and the staff is consequently now practically inadequate, with the result that recourse is had to the services of Motamids and private tutors. This is undesirable.

In the Post Diploma class two pupils were present. Of these, Sirdar Mahomed Khan, who has been one year in the class, is anxious to go through the full Post Diploma course and qualify for employment under Government. He appeared to me to be a young man of very considerable intelligence and of a specially nice disposition, and I am confident that, with further training, he would make an excellent and reliable servant of Government. The other pupil, Thakor Chandra Singh, is likely to obtain service in the Bikanir State. Thus the Post Diploma class, though small, is fulfilling its functions in preparing men for Government or State service. The class is working on the lines which have been approved by the College Council and by the Government of India.

In the Diploma class there were 7 pupils, of whom 5 were present and were examined by me in English. All will be fully examined for their diploma in April. Of the 5 whom I tested three were very promising pupils while two were weak in their knowledge of English. The Diploma course is after this term to be conducted on the modified lines suggested by me last year and accepted by the Principals in their conference.

The Classes generally.—In Class II, next to the Diploma class, there were 10 pupils, of whom 2 were sick. The class did not strike me as being of more than moderate merit. The pupils were generally boys of advanced age, and none showed any striking ability. They read and recited fairly, appeared to be hard working and had been carefully taught. In looking over their note books I found that the notes given in Book-keeping were dictated from a purely English compilation on the subject and were not likely to be useful or interesting to the pupils. The notes on Agriculture also struck me as somewhat mechanical. In Class III 15 boys out of 16 were present. They were reading a very suitable book, Festing's "From the Land of Princes," and showed considerable promise, especially the younger boys who were, as usual, at the head of the class. The class struck me as a good one somewhat handicapped by the older boys in it. In Class IV 14 were present out of 16. This seemed to me to be a class containing excellent material. They read well and recited well and showed brightness and intelligence. Class V contained 24 boys of whom 2 were absent. The teachers are handicapped in dealing with so large a class by the noise in the large hall, where 2 classes have to sit close together, but this difficulty will be removed when the new wing is completed. The class appeared to me to be level and very promising and their reading and recitation were excellent. Class VI also contains 24 boys of whom 22 were present. They also sit in the large hall and it was difficult to hear or be heard. They were doing Arithmetic when I visited them and I noted that the examples set were sensible. In Mental Arithmetic they gave ready answers and their recitation was good and intelligent. Class VII contained 26 boys, 24 being present. In reading, recitation and writing they performed very creditably and their knowledge of Arithmetic seemed to be quite satisfactory. On the whole a very good class and promising. Class VIII is in 3 sections and contains the beginners in various stages. They have made a good start in English and Mr. Fraser's Primers on the direct method of teaching English are in use. These are excellent but demand much care, patience and intelligence on the part of the teacher. The boys generally in this class seem to be obtaining a good grasp of English and understand readily what is said to them.

On the whole I formed the opinion that the instruction given throughout the classes is thoroughly efficient, and it is obvious that intelligent boys, who

come to the College at an early age, obtain in it an excellent and sensible education.

General Remarks.—It is not necessary to write at length on the physical training given in the College, which is of the best possible description. I saw a squadron of 48 boys on the parade ground. They were well mounted and well drilled, and the tent-pegging in sections would have done credit to a Cavalry Regiment. At cricket, football and tennis energy, interest and proficiency are apparent, and the whole outdoor life of the College appears to me to be beyond criticism. It would also be very difficult to find anywhere a nicer set of boys. Their manners are most pleasant and gentlemanly and the whole "tone" of the place is excellent. It is obvious that, under Mr. Wilkinson, there has been no falling off from the standard established by Mr. Waddington, and I think that the College has been most fortunate in having secured his services during the period of the Principal's absence on leave.

5. *Rajkumar College, Rajkot.*—I inspected this College on March 21st and 22nd. The number on the roll is 41, slightly higher than in 1907. The general conditions and the staff are unchanged except that the post of cricket coach is at present vacant and that a new instructor in gymnastics and swimming has been appointed. The swimming bath has now been completed and is a sumptuous and well equipped building which the College owes to the liberality of His Highness the Jam Saheb Ranjitsinhji of Jamnagar. A sanitarium is also now in course of erection.

There are 6 classes in the College of which Class I contains the Diploma boys. There is no Post Diploma class, and it is not probable that one will be developed at present, but there is one boy in the Diploma class, Abdul Majid Khan, who successfully passed the examination last year and who has remained for further study. He was unfortunately suffering from fever during my inspection. There were two other boys in the class of whom one appears likely to gain a Diploma but the other was very weak in his English subjects.

Class II contained eight boys who were generally fairly intelligent and capable but the majority are rather overshadowed by the young Chief of Akalkot, who appears to be unusually talented and who had received the most careful tuition before he came to the College. In Class III there were 7 boys. The average age of these was about 17 and they appeared to me to be a moderate but not unintelligent class in which there was no one remarkable for ability. Class IV contained 6 boys of whom 5 were present. They were reading a book called "Stories for Young Children" compiled by the authorities of the Hindu College, Benares, and dealing with Indian subjects. The book appeared to me to be quite suitable. The class read excellently and explained with great intelligence. They also recited well and their note books, copybooks and maps were all very creditable. In Class V there were 6 boys who read well and translated what they read into the vernacular readily and with intelligence. They were somewhat weak in recitation but their handwriting was good and they showed some creditable maps and a satisfactory knowledge of the map of India which they had obviously learnt under sensible guidance. Class VI contained 8 boys in two divisions. These boys are all quite young and generally very intelligent showing great keenness and alacrity—an unusually promising contingent.

Throughout the College there is every sign of very careful and thoughtful teaching, and I was struck with the facility with which even the smallest boys converse in English. The native staff, as I pointed out last year, is specially capable, and the only matter for regret is that the classes are so small. Each class might with advantage contain twice its present number of pupils.

General Remarks.—All the boys ride; they are generally well mounted and they gave an excellent performance in the riding school. I also watched them in the gymnasium and in their preparation for athletic sports to be held at the end of the term, and saw them in the swimming bath which is obviously most popular. The gymnastic instructor is a good swimmer and the boys have made rapid progress under his tuition in diving and swimming. The bath is closed in the coldest months of the year and, so far, no undesirable

effects have resulted from its use, while a new and most useful exercise has been added to the physical training.

I noted last year that the main deficiency in the College is the lack of numbers. The classes are too small and teaching power is to some extent wasted, while interest is not sufficiently stimulated. The College, as a whole, cannot compete on fair terms with the other Chiefs' Colleges. I understand that there is some prospect of the reduction of fee in the case of poor and well born boys being seriously considered, and I most strongly advise that the Council should take the matter in hand and endeavour to expand the number of pupils to at least 80 or 100. I am confident that such an expansion would be most beneficial. A meeting of the College Council was held while I was at Rajkot and I attended it at the request of the Agent to the Governor. Unfortunately the attendance of Chiefs was insufficient to constitute a quorum, and it was therefore not possible to discuss the question of expansion. But I think it should be faced, for I believe that the present limited size of the College is a bar to the full development of school life, while I am confident that many boys of good family who cannot afford the present fees would gain much by attendance at the College. It is right that there should be a tendency to exclusiveness in a Chiefs' College, but to carry this too far is bad for both pupils and institutions. No one would advocate the creation of a school confined exclusively to Dukes and Earls in England, and a larger admission to the Rajkot College of boys of good blood though of slender resources would, I believe, result in the increased vitality, efficiency and popularity of the institution.

Meanwhile I record my opinion that the College is carefully and wisely administered by Mr. Mayne and his staff, who appear to devote their whole energies to the efficient instruction and supervision of the pupils. The latter appears to be happy, light-hearted and well mannered boys whose school life is evidently beneficial both to mind and body.

6. Finally, I would place on record my opinion that all the four Colleges are doing good and important work in connection with the aristocracy of the country. Not only do they afford a solid and useful literary education, but a mental and physical training which, in the special circumstances of young Princes and Chiefs in India, is invaluable.

No. B.-511, dated Bombay, the 15th June 1908.

From—M. HESKETH, Esq., M.A., Acting Inspector of European Schools, Bombay and Central Provinces,

To—The Director-General of Education in India, Simla.

I have the honour to forward herewith a statement of subjects offered,* the question papers† and marks* of the Chiefs' Colleges' Diploma Examination. The answer papers have been sent separately by book post.*

2. Some confusion arose owing to the Mayo College having adopted certain proposals made in a joint letter from the Principals, and recently approved by the Government of India. Geometry was omitted, and a general knowledge paper substituted. The other colleges offered Geometry, and also Drawing, but the marks in the latter subject have not been included.

3. Mr. Giles examined the candidates orally in English, and I set and examined the papers in English, History and Geography, Arithmetic, Mathematics and Science, and conducted the practical examination in Science. The other papers were set and examined locally.

4. The standard required to pass is one-third marks in English and the aggregate and one-fourth in other subjects.

5. Sardar Singh (Ajmer) fails in English and is generally weak, and I cannot recommend his being given a diploma. Maharaja Holkar (Ajmer) fails in Arithmetic, but does very fairly in other subjects, and I recommend his being allowed to pass. Bhanwar Singh (Ajmer) did badly in English oral, and did not impress Mr. Giles favourably. He is certainly weak in English, but as he does not actually fail in any subject and his aggregate is fair, I

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* Not printed. † See Appendix.

think he must be allowed to pass. Similar remarks apply to Dulip Singh (Ajmer).

6. Ali Mahomed Khan (Lahore) fails in English, History and Geography, and the aggregate. Abdul Wahab (Lahore) is weak in English, but does very well in Mathematics. Sadulla Khan's work is very uneven, but he passes in all subjects.

7. Mr. Giles left a note to the effect that Kamal-ud-din Khan (Rajkot) should not be allowed to pass unless he did very well in his papers. His written English work is above the average, and all his work shows fair ability and great industry, and I think he should be given the diploma.

8. A report on the work will follow shortly.

No. B.-1168, dated the 1st November 1908.

From—M. HESKETH, Esq., M.A., Acting Inspector of European Schools, Bombay and Central Provinces,

To—The Director-General of Education in India, Simla.

In continuation of my No. B.-511 of 15th June 1908, I have the honour to forward a few criticisms of the work done at the Chiefs' Colleges' Diploma Examination, 1908.

I regret exceedingly the delay in sending this report.

2. My general impression was that the average of the work was good. The best candidates are not quite as good as last year, but on the other hand there were fewer failures. Mahbub Ali Beg (Ajmer) was undoubtedly the best, and as he gained over 73 per cent., he is entitled to the Diploma with distinction. He possesses considerable skill in expressing himself briefly and to the point, for which his early education in England is probably largely responsible. Vijayasinh (Rajkot) also did well, and he had obviously worked hard and intelligently. He obtained 451 marks or 64½ per cent. and is well ahead of the next candidate. 66⅔ per cent. would have entitled him to the Diploma with distinction, but I presume that it is not desirable to relax the rules. He appears to lack the power of succinct expression and Kamal-ud-din Khan, the other candidate from Rajkot, showed the same weakness in a greater degree.

Of the other candidates one or two from Ajmer showed considerable originality. My impression of the Lahore candidates was that they were weaker in English and could not write it with the same facility as the other candidates. They seemed to have had less experience in talking with Englishmen. This handicapped them in most of their work.

3. The English prescribed books had been read carefully in all the colleges. The amount offered and the difficulty varied considerably, but I understand that in future the same books will be read by all candidates.

In the Essay, a great fault was the lack of method, and in many cases, no attempt was made to arrange the matter under suitable heads. The translation was well done on the whole, but the sequence of tenses was a stumbling block. It is perhaps worthy of notice that formal Grammar is not taught to the same extent in Chiefs' Colleges as in the ordinary Anglo-Vernacular Schools, and I am inclined to think that the results justify this course. At Ajmer, a paper in General Knowledge was set instead of Geometry. The results were fair, and showed that successful efforts had been made to encourage an interest in questions of the day.

4. In English History, too much time has been spent at Rajkot on the earlier periods. Special attention should be paid to the system of Government both in England and India. Many of the candidates had very hazy ideas on these questions. Few dates were given in Indian History.

In Geography the chief weakness was in Physical Geography. I should be inclined to recommend the use of an easy Geographical Reader, such as "The World and its People," which would give some idea of foreign places and people.

5. In Arithmetic I set an easy paper, which, with a few exceptions, was done well. In the case of the Rajkot candidates the methods were bad. Boys should be taught to reason out a problem, and not to apply a mechanical rule.

The Lahore candidates did very well in Geometry. Symbols might with advantage be used more freely. Most of the candidates who took advanced Mathematics showed a grasp of the work, but nearly all failed at an easy problem involving the use of symbols instead of numbers. I am of opinion that the study of Algebra should begin with the gradual introduction of symbols into arithmetical problems, *e.g.*, how many annas are there in X rupees?

On the whole I am inclined to think that there has been an improvement in Arithmetic and Mathematics.

6. In the Science paper, the facts were known fairly well, but there was a good deal of inaccuracy, and in a number of cases an impression was conveyed that the candidate did not understand what he had learnt. If a boy learns Science as facts out of a book, the time is wasted. The object of teaching Science is to train a boy to observe and to reason, and I doubt very much whether all the teachers have grasped this principle, or have attempted to learn correct methods by studying books such as Armstrong's "Teaching of Scientific Method," which I recommended in a report I made on this question last year.

7. The practical work is at present rather meagre, largely owing to want of apparatus. The two Lahore candidates, however, did distinctly well, and made some measurements with considerable accuracy. At one of the colleges, I showed the candidates an experiment which they had not seen before, and asked them to describe what they saw. This necessitated a certain amount of quickness of observation, and the results were disappointing.

All the colleges are very much handicapped by the lack of apparatus, but this is being remedied as quickly as possible.

8. As regards the standard of the work, I may repeat the opinion I expressed last year that the Diploma candidates are much superior in English to the average Matriculation candidate. In other subjects, their knowledge is more accurate.

It may not be out of place to say that most of the candidates had obviously worked hard and systematically. In point of industry they compare very favourably with English boys.

APPENDIX

APPENDIX.

Examination Papers.

DIPLOMA CLASS, 1908.

ENGLISH PROSE.—*(Mayo College.)*

1. Describe briefly the part which Ben Gunn plays in the story.

2. Write short notes on:—Jolly Roger, Black spot, Davy Jones, Captain Flint.

3. Explain the meaning of:—marooned, junk, parole, fo'c'sle council, sea-dog, flag of truce, gentlemen of fortune, stockade.

4. Describe briefly Jim Hawkins' adventures on the *Hispaniola* after he climbed on board from the coracle.

5. Explain with reference to the context:—

(*a*) He was stumping up and down the tavern on his crutch, giving such a show of excitement as would have convinced an Old Bailey Judge or a Bow Street runner.
(*b*) For a while the ship kept bucking and sidling like a vicious horse.
(*c*) Silver was roundly accused of playing double.
(*d*) 'Now, Barbecue, tip us a stave,' cried one voice.

6. Write short notes on:—Dhurna, *Barah* Bhaees, Shohdahs, Sunkra

7. Explain with reference to the context:—

(*a*) Like the ancient heralds, they are looked upon as privileged.
(*b*) Such infringements of diplomatic rights pass unnoticed here; forbearance, sometimes to the most mortifying degree, being the general rule by which our conduct is squared in these cases.
(*c*) The representative of the family of *Ingria*, whose piratical depradations were formerly so formidable on the coast of Malabar, arrived.
(*d*) The name of this gun is peculiarly appropriate: it is a Mahratta word, and signifies the *remover of difficulties*.

ENGLISH PROSE.—(*Aitchison College.*)

1. Describe briefly how Hereward won the mare Swallow. How did she die?

2. What is meant by the order of knighthood?

3. Write short notes on:—Domesday Book, Danelagh, Bayeux Tapestry, Berserker, Charlemagne, Paladin, Robin Hood, King Canute, Watling Street, the War-arrow.

4. Explain with reference to the context:—

(*a*) "So wolf's head you are, my boy, and there is no use crying over spilt milk."
(*b*) Nothing could be more simple than the tactics required in an age when might was right.
(*c*) The arrival of Hereward and his men had, of course, stirred the great current of his life, and, indeed, that of St. Omer, usually as stagnant as the dykes, round its wall.
(*d*) Gunhilda had lingered on in a world of war and crime; and had gone, it may be, to meet Torpida beyond the grave, and there finish their doubtful argument.
(*e*) "Never mind a husting on my behalf. Let us have a busting, if we have one, for a better end and bigger than that. Now, men of Bourne, I have put the coal in the bush. Dare you blow the fire until the forest is aflame from north to south?"
(*f*) The campaigns of Hannibal and Cæsar succeeded by the same tactics as those of Frederic and Wellington.
(*g*) And thus, like the Romans, from whom he derived his strategy and civilisation, he 'made a solitude, and called it "peace."'
(*h*) St. Peter was an ill man to have a blood feud with.
(*i*) 'They say that some men have gray heads on green shoulders. I have a gray heart in a green body.'
(*j*) And now is Hereward to the greenwood gone, to be a bold outlaw.

5. Describe shortly how Hereward suffered for his sin in marrying Alftruda.

6. Describe shortly what you consider to be the most interesting of Hereward's adventures. (The story of the mare Swallow is excluded.)

ENGLISH PROSE.—(*Rajkumar College.*)

STEVENSON:—*The Black Arrow.*

I. What do you know of Stevenson as a novelist? What excellences have you noticed in the style of the Black arrow?

II. Sketch the career and character of Will Lawless.

III. Sketch the course of the story after Shelton entered Sir D. Brackley's Shoreby residence disguised as a monk.

IV. What do you gather from the book about the dress of the men and women of the middle ages from the highest to the lowest classes of society.

V. Explain with reference to the context:—

1. "Well," cried the lad, "ye shall answer this when ye answer for the other. Laugh while yet ye may."

2. Cry not on cowardice, Dick; for this poor realm so tosseth with rebellion, and the King's name and custody so changeth hands that no man may be cert'n of the morrow.

3. I never heard of a maid yet that was of any service, save one only; and she, poor shrew, was burned for a witch and the wearing of men's clothes in spite of nature.

4. And Gamelyn made answer—he look'd never adown: "O, they must heed to walk in wood that may not walk in town."

5. "It was a coward blow," returned Matcham; "Y'are but a lout and bully, master Dick; ye but abuse advantages; let there come a stronger, w'll see you truckle at his boot."

6. If ye were base enough to slay a man under trust here were, perhaps, reasons enough to move you to the lesser baseness.

7. My lord, beauty will be the more beholden, misdoubt it not. But shall we forth? for the sooner ye have seen my merchandise, the sooner shall we both get home.

8. We be strong men and take: these be weak and crave; but in the latter end, these shall be uppermost and we below.

9. But when, by the light of this new day, I see how stout a knight hath yielded, not to my arms alone, but to fortune, and the darkness, and the surf,—and how easily the battle had gone otherwise, with a soldier so untried and rustic as myself,—think it not strange, my lord, if I feel confounded with my victory.

10. If these hounds begin to wind you, flee! 'Tis like a sickness—it still hangeth, hangeth upon the limbs. But let us see what they have written. It is as I thought, my lord; y'are marked like an old oak by the woodman; tomorrow or next day, by will come the axe.

ENGLISH POETRY.—(*Mayo College.*)

Marmion.

1. Compare Scotland at the time of Marmion with Rajputana a hundred years ago.

2. Explain the difference between prose and poetry.

3. Paraphrase the following passages so as to bring out the meaning clearly and simply:—

(*a*) 'Twas sweet to see these holy maids,
Like birds escaped to greenwood shades,
Their first flight from the cage,
How timid, and how curious too,
For all to them was strange and new,
And all the common sights they view,
Their wonderment engage.
One eyed the shrouds and swelling sail,
With many a benedicite;
One at the rippling surge grew pale,
And would for terror pray;
Then shriek'd, because the sea-dog, nigh,
His round black head, and sparkling eye,
Rear'd ov'r the foaming spray.

(*b*) Thought, look, and utterance fail'd him now,
Fall'n was his glance, and flush'd his brow:
For either in the tone, or something in the Palmer's look,
So full upon his conscience strook,

That answer he found none.
Thus oft it haps that when within
They sink at sense of secret sin,
A feather daunts the brave;
A fool's wild speech confounds the wise,
And proudest princes veil their eyes
Before their meanest slaves.

(*c*) Not so the Borderer: bred to war,
He knew the battle's din afar,
And joy'd to hear it swell.
His peaceful day was slothful ease;
Nor harp, nor pipe, his ear could please
Like the loud slogan yell.
On active steed, with lance and blade,
The light-arm'd pricker plied his trade,—
Let nobles fight for fame;
Let vassals follow where they lead,
Burghers, to guard their townships, bleed,
But war's the Borderer's game.

4. Explain with reference to the context:—

(*a*) Behind him rode two gallant squires,
Of noble name and knightly sires;
They burned the gilded spurs to claim.

(*b*) And how, of thousand snakes, each one
Was changed into a coil of stone
When holy Hilda pray'd.

(*c*) Of middle air the demons proud,
Who ride upon the racking cloud,
Can read in fix'd or wandering star
The issues of events afar.

(*d*) Fairies have ridden him all the night,
And left him in a foam!

(*e*) Where in proud Scotland's royal shield,
The ruddy lion ramp'd in gold.

5. Point out the metaphors and similes in the following passages:—

(*a*) They merry seamen laughed to see
Their gallant ship so lustily
Furrow the green sea-foam.

(*b*) Like swallow's tail in shape and hue,
Flutter'd the streamer glossy blue.

6. Give very shortly in your own words the substance of Lady Constance's speech.

ENGLISH POETRY.—(*Aitchison College.*)

Richard II and Lady of the Lake, I—III.

1. Compare the characters of Richard II and Bolingbroke.

2. Paraphrase—

(*a*) III, II, ll. 160—170 (page 48).

(*b*) II, I, ll. 100—112 (page 25).

3. Explain with reference to the context—

(*a*) Grief boundeth where it falls;
Not with the empty hollowness, but weight.

(*b*) For, ere the six years that he hath to spend can change their moons and bring their times about,
My oil dried lamp and time-bewasted light,
Shall be extinct with age and endless night.

(*c*) And that's the wavering Commons: for their love
Lies in their purses, and who so empties them
By so much fills their hearts with deadly hate.

(*d*) Evermore thanks, the exchequer of the poor;
Which, till my infant fortune comes to years,
Stands for my bounty.

(*e*) But now the blood of twenty thousand men
Did triumph in my face, and they are fled.

(*f*) My legs can keep no measure in delight,
When my poor heart no measure keeps in grief.

(*g*) Rue, even for ruth, here shortly shall be seen,
In the remembrance of a weeping queen.

4. Ah, thou, the model where old Troy did stand,
Thou map of honour, thou King Richard's tomb,
And not King Richard.

What part has Exton in the play?

5. Paraphrase II, XXVII, 585—594.

6. Explain with reference to the context—

(*a*) A chieftain's daughter seem'd the maid;
Her satin snood, her silken plaid,
Her golden brooch, such birth betray'd.

(*b*) Rather will Ellen Douglas dwell
A votaress in Maronnan's cell.

(*c*) Each hint the King of Snowdown gave,
Dame Margaret heard with silence grave.

(*d*) In vain, the learning of the age
Unclasp'd the sable-letter'd page:
Even in its treasures he could find
Food for the fever of his mind.

(*e*) Each train'd to arms since life began,
Owning no tie but to his clan,
No oath, but by his chieftain's hand,
No law, but Roderick Dhu's Command.

7. Give a short account of the Fiery Cross. Do you know of any similar custom in India?

ENGLISH POETRY.—(*Rajkumar College.*)

SHAKESPEARE:—*King John.*

I. Paraphrase:—

Hadst thou but shook thy head or made a pause,
When I spake darkly what I purposed,
Or turned an eye of doubt upon my face,
As bid me tell my tale in express words,
Deep shame had struck me dumb, made me break off,
And those thy fears might have wrought fears in me,
But thou didst understand me by my signs,
And didst in signs again parley with sin;
Yes, without stop, didst let thy heart consent,
And consequently thy rude hand to act,
The deed which both our tongues held vile to name,
Out of my sight, and never see me more!
My nobles leave me, and my state is braved,
Even at my gates with ranks of foreign powers;
Nay, in the body of this fleshy land
This Kingdom, this confine of blood and breath,
Hostility and civil tumult reigns,
Between my conscience and my cousin's death.

II. Explain with their context the following:—

(*a*) Your strong possession much more than your right.

(*b*) Well now can I make any Joan a lady.

(*c*) And till it be undoubted, we do lock
Our former scruple in our strong barr'd gates.

(*d*) He gives the bastinado with his tongue.

(*e*) And better conquest can thou never make
Than arm thy constant and thy nobler parts,
Against these giddy loose suggestions.

(*f*) He is a very serpent in my way.

(*g*) And like a dog that is compelled to fight,
Match at his master that doth tame him on.

(*h*) And vast confusion warts
As doth a raven on a sick-fall'n beast,
The imminent decay of wrested pomp.

III. What criticism can you make on the dramatic unity of the play?

IV. Explain Shakespeare's use of the following words and phrases:—conversion, become, coil, expedient, secure, cracker, bend their best studies, bias, commodity, unsettled humours, toasting-iron.

V. Give an account of the scene in which Pandulph persuades Philip to abjure his alliance with John.

ENGLISH COMPOSITION AND TRANSLATION.—*(Mayo, Aitchison and Rajkumar Colleges.)*

I. Write an essay on one of the following subjects:—

(*a*) Some say that education brings happiness; others say that increased knowledge brings only care and sorrow.
(*b*) Give an account of your favourite hero in history or fiction.
(*c*) The pen is mightier than the sword.

II. Translate into English:—(Mayo and Aitchison Colleges.)

(*a*) — وہ لوگ جو وہان رہتے تہے ایزٹیکس (Aztecs) کہلاتے تہے — وے دوسرے اِنڈین فرقوں سے جو ایٹلانٹک کے کناروں پر رہتے تہے بہت مختلف تہے — وے بہت شائستہ تہے اور اپني هي لکهنے کي زبان رکهتے تہے — وہ لڑائي مین بهي طاقتور تہے اور اُس پاس کي سب قومون سے مالک مانے جاتے تہے — سولہوین صدي کے شروع مین یہہ عجیب لوگ اپني طاقت کي حد کو پہونچ گئے تہے — مانٹي زوما نامي بادشاہ جس کو کہ وے خدا کي طرح پیار اور عزت کرتے تہے اون کے اوپر حکومت کرتا تها — لیکن بد قسمتي سے اِنکي بڑي دولت کا حال بیدرحم اور لالچي سپینیارڈز کے کانون تک پہونچا جن کو دولت سے بہت زیادہ رغبت تهي —

(*b*) — ایک چهوٹي حقیر جهونپڑي کے سامنے اُتر کر اوس نے آخر کار کہا " یہي مکان هی " اوس نے کهٹ کهٹایا — کوئي جواب پیچها نہین آیا — اوس نے پهر کهٹ کهٹایا مگر پهر بهي وهان کوئي جواب نه تها — اوس نے دروازہ کو هلایا اور اوسے کهولنے کي کوشش کي مگر اوس کي مضبوطي سے تالا اور چٹخني لگے هوے معلوم هوتے تہے — اوس نے کہا " وے باهر هین مین ڈرتا تها شاید ایسا هي هو اب همین کیا کرنا هی " مینے کہا جو کچهہ همین کرنا هی اوس کے بارے مین کوئي دقت نہین هوسکتي — اگر تمہارے دوست باهر گئے هین تو ایک سرائے کو جانا آسان هی —

II. Translate into English:—(Rajkumar College.)

૧. લડાઈ બંધ પડી હતી, અને આખા હિંદુસ્તાનમાં હિમાલયથી કન્યા કુમારી ભૂશિર સુધી, અને સતલજ નદીથી બંગાળાના અખાત સુધી શાન્તિ હતી. શાન્તિ એ દરેક દેશને માટે મોટામાં મોટું સુખ છે, અને લડાઇ એ મોટામાં મોટું દુઃખ છે. દુશ્મનને દેશમાંથી હાંકી કાઢવા અથવા જેઓ દેશના કાયદાનો ભંગ કરે તેઓને દબાવી દેવા રાજ્યકર્તાને લડાઇ કરવા જરૂર છે. લોર્ડ વેલેસ્લીને અને લોર્ડ હેસ્ટિંગ્સને માત્ર શાન્તિને ખાતર લડાઇમાં ઉતરવાની જરૂર પડી. જો તેઓએ લડાઈ કરી ન હોત તો હિંદના રાજાઓ અને તાલુકદારો માંહે-માંહે લઢી મરત, અને દેશમાં કદી શાન્તિ થાત નહિ.

૨. લડાઈના વખતમાં દેશના રાજ્યકર્તાની ખાસ ફરજ લશ્કરની સંભાળ લેવાની અને દુશ્મનને મારી હઠાવવાની છે. દેશનો ઘણો પૈસો લડાઈના ખરચમાં વપરાય છે. જ્યારે દેશમાં શાન્તિ હોય છે ત્યારે રાજકર્તાઓ દેશની સંભાળ રાખવામાં, અને દેશનું અને લોકનું બહેતર કરવામાં પોતાનો વખત ગાળે છે.

૩. લોર્ડ વિલિયમ બેન્ટિક ડાહ્યો દયાળુ અને સારો રાજ્યકર્તા હતો. તેની સાત વર્ષની કારકીર્દિમાં આગલા કોઈ પણ રાજકર્તા કરતાં તેણે હિંદુસ્તાનના લોકોનું વધારે બહેતર કર્યું હતું. તેમ કરવાને તે શક્તિવાન થયો તેનું કારણ એ કે તે વેળાએ દેશમાં શાન્તિ હતી.

Translate into English:—(Rajkumar College.)

لڑائي موقوف هوگئي اور تمام هندوستانمين همالیه سے راس کماري تك اور ستلج سے خليج بنگاله تك امن تها - امن هر ملك كے ليئے سب سے زياده سعادت هی اور لڑائي سب سے زياده غم هی - دشمنون كو ملك مين سے نكال دينے كيليئے يا جو قاعدون كي پابندي نهين كرتے انكو عاجز كرنيكے ليئے حاكمون كو جنگ كي ضرورت هوتي هی اور لارڈ ولزلي و لارڈ هسٹنگس كو فقط امن حاصل كرنيكے ليئے هي جنگ اختيار كرنا پڑا اگر وه لڑائيان نه كرتے تو هند كے راجا اور رئيس آپس مين لڑ مرتے اور ملك مين امن هرگز نه رهتا -

لڑائي كيوقت مين ملك كي حكام كا خاص فرض فوج كي حفاظت كرنا اور دشمنون كو مار كر هٹا دينا هی - ملك كا بهت روپيه جنگ مين خرچ هوتا هی جسوقت ملك مين امن هوتا هی اسوقت حكمران ملك كي حفاظت كرنيمين اور ملك و رعايا كي بهتري كے كامون مين اپنا وقت صرف كرتے هين ،

لارڈ وليم بينٹنك دانشمند - رحمدل اور لايق فرمان روا تها اوس كي سات ساله حكومت مين اس نے هندوستان كے پيشتر كے تمام حاكمون سے رعايا كي بهتري زياده كي تهي اور يه كام انجام دينے مين وه اسليئے كامياب هوا كه ملك مين اسوقت امن تها

ENGLISH HISTORY.—(*Mayo, Aitchison and Rajkumar Colleges.*)

1. Explain clearly the system of Government in the United Kingdom. What are the functions of the House of Lords?

2. Explain the Stuart theory of the Divine Right of Kings and discuss briefly its results in the case of the Stuart kings.

Aitchison College.

3. Mention the chief features of the Reform Bill of 1832. What further reforms were demanded by the Chartists?

4. Discuss the importance of the Battle of the Nile.

5. Give a very brief account of England's connection with North America.

6. Give an account of the Corn Laws.

Mayo College.

3. Same question as for Lahore.

4. Same question as for Lahore.

5. Give an account of the Reformation.

6. Describe briefly the system of government in England in 827.

Rajkumar College.

3. Give a short account of Edward I's relation with Wales and Scotland.

4. Describe briefly the battle of Crecy and compare it with any recent battle you have read about.

5. Same question as for Ajmer.

6. Give an account of the relation between the King and Barons from 1066 to 1215.

INDIAN HISTORY.—(*Mayo, Aitchison and Rajkumar Colleges.*)

I. Give a short account of the rise of the Mahratta power.

II. Sketch briefly the history of the East India Company.

III. Mention the most important events during the time that the Marquis of Wellesley was Governor-General.

IV. Describe briefly the development of:—

(*a*) Railways; (*b*) the postal system; and (*c*) Education in India.

V. Give very short accounts of:—

Dupleix, Hyder Ali, and Outram.

Aitchison College.

For V *substitute*—

V. Give an account of the siege of Jallalabad and the events which led to it.

GEOGRAPHY.—(*Mayo, Aitchison and Rajkumar Colleges.*)

I. Draw an outline map of India, and mark in it two important railways, Dacca, Chittagong, Mandalay, Quetta, the Hughli, the Satpura Hills, and the districts where (*a*) cotton, (*b*) rice, (*c*) wheat are grown;

or

Draw an outline map of England and Wales, and make in it the Thames, the Severn, the Pennine Range, Snowdon, the Wash, Southampton, Liverpool, Birmingham, and two important coal-fields.

II. Explain the following statements:—

England is a manufacturing country, and India is an agricultural country.

Can you say why England is a manufacturing country, and do you think that India is ever likely to become one?

III. State where five of the following places are, and mention any important facts about them:—

Vladivostock, Baku, Port Arthur, Nagasaki, Bloemfontein, Toronto, Fashoda, Kimberley, Kumasi, Paris, Washington, Rome, Belfast, Glasgow.

(Two only of the following questions are to be attempted.)

IV. Mention the places you would pass in travelling from England to Australia:—(*a*) in an Easterly direction, (*b*) in a Westerly direction.

V. Explain why the day is longer in Ajmer (Rajkot and Lahore) in June than December. What is the length of the night at the North Pole in June?

VI. Give an account of the chief products and industries of Australia or South Africa.

Aitchison College.

For IV and VI (above) *substitute*—

IV. Describe the climate of Lahore and explain why it differs from that of Bombay.

VI. By what different routes can you go from London to Manchester? Mention the important places on each route.

ARITHMETIC.—(*Mayo, Aitchison and Rajkumar Colleges.*)

I. A boy plays 9 innings at Cricket. His scores are 5, 8, 16, 0, 10, 22, 17, 0, 20, and his average is 14. How many times was he 'not out'?

II. Find the value of $\frac{87\cdot89\times\cdot0783}{\cdot001688}$ without reducing the decimals to Vulgar Fractions.

III. In how many years will the Simple Interest on Rs. 1,581-4-0 at 4 per cent. be Rs. 189-12-0?

IV. A man buys 1 cwt. of tea for £8. He sells one-half of it at 1*s.* 8*d.* per lb., one-third of it at 2*s.* per lb., and the remainder at 1*s.* 6*d.* per lb. Find his total profit and also his profit per cent.

V. A room is 31st feet long, 24 feet broad, and 18 feet high. It has two doors each 10 feet by 4 feet and six windows each 6 feet by 5 feet. Find the cost of painting the walls of the room at Rs. 3-12-0 per 100 square feet.

GEOMETRY.—(*Aitchison and Rajkumar Colleges.*)

I. If two triangles have the three sides of the one equal to the three sides of the other, each to each, prove that the three angles of the one are equal to the three angles of the other, each to each.

Is the converse of this proposition true? If not, draw a figure to show why it is not true.

II. PQ is a straight line. From a point A outside it draw AX perpendicular to PQ. If any other point Y is taken in PQ, prove that AY is greater than AX.

III. Prove that the area of a triangle is equal to half the area of the rectangle on the same base and having the same altitude.

or

IV. Find the area of a triangle whose sides are 3, 7, 3, and 1·3 inches by any method you please.

Define a Locus. Find the locus of a point which moves so that its distance from a fixed point is constant.

or

Prove that any two sides of a triangle are together greater than the third side.

V. A ladder 41 feet long the foot of which is 9 feet from the foot of a perpendicular building will just reach the top. Find the height of the building.

GENERAL KNOWLEDGE.—(*Mayo College.*)

1. Explain what is meant by Irrigation.

2. What do you know about the following:—

Lord Cromer, Lord Milner, Mr. Asquith, Mr. Keir Hardie.

3. Explain the difference between a Colony and a Dependency.

4. What do you know about the National Congress?

What do you know about (*a*) flying machines, (*b*) submarine boats.

6. How long does a letter posted in Ajmer on Friday morning take to reach (*a*) London, (*b*) Calcutta?

SCIENCE.—(*Mayo, Aitchison and Rajkumar Colleges.*)

I. Describe an experiment to show 'that no substance is ever really lost.'

II. How would you prove that the air contains oxygen?

III. What do you mean by the hardness of water? Can the hardness be got rid of?

IV. In what forms does carbon occur? How can it be proved that they are all the same chemical substance?

V. What is meant by Centre of Gravity? How would you find the Centre of Gravity of a sheet of paper?

VI. What is Archimedes' Principle? Describe an experiment to prove it.

VII. Describe an experiment to show that under diminished pressure water will boil at a temperature below 100° C.

VIII. Draw a figure to show the path of (*a*) a vertical, (*b*) a slanting ray of light through a flat piece of glass.

IX. How would you charge the leaves of an electroscope with a negative electricity, if you were only allowed to use a positively-charged rod?

ARITHMETIC AND ALGEBRA (ADVANCED).—(*Mayo, Aitchison and Rajkumar Colleges.*)

N.B.—Problems may be done either by Arithmetic or by Algebra.

1. A rides a bicycle at the rate of 8 miles an hour. He starts from a certain place at midday. B starts from the same place at 2 P.M. and overtakes A at 6 P.M. What is the rate of B?

2. The number of boys at Ajmer is double the number at Lahore, but if 43 boys left Ajmer and went to Lahore, there would be the same number in each college. How many boys are there at Ajmer now?

3. 16 men and 24 boys can together do a piece of work in 10 days, while 24 men and 16 boys take 6 days. How long would it take 15 men and 15 boys to do the work?

4. What sum of money will amount to P rupees in x years at y per cent?

5. Multiply $x^4+2x^3+3x^2+2x+1$ by x^2-x+1, and divide the product by $1+x^2+y^2$

6. Simplify:—

(*a*) $\frac{(4x^2-9y^2)\ (9x^2-4y^2)}{(6x^2-5xy-6y^2)\ (6x^2+5xy-6y^2)}$

(*b*) $\frac{x+1}{(x-1)^2}-\frac{x-1}{(x+1)^2}-\frac{6\ (x^2+1)}{(x^2-1)^2}$

7. Solve the equations:—

(*a*) $x+\frac{11-x}{3}=\frac{26-x}{2}$

(*b*) $\left.\begin{matrix}7x-8y+11=0\\5x-7y+4=0\end{matrix}\right\}$

GEOMETRY (ADVANCED).—(*Mayo, Aitchison and Rajkumar Colleges.*)

1. PAB and QAB are two triangles on opposite sides of the base AB. PA=QA, and PB=QB. Join PQ, and prove that the line PQ is bisected at right angles by AB.

2. A, B, C, D are 4 villages. B is 30 miles east of A, and 30 miles north of C, and D is 10 miles east of C. Find by any method you please (*i.e.*, practically or theoretically) the distance between A and D.

3. Divide a straight line so that the rectangle contained by the whole and one part may be equal to the square on the other part.

4. Describe a parallelogram equal to a given triangle and having one of its angles equal to a given angle.

5. PQ is a chord of a circle whose centre is O. A is a point in PQ. Prove that PA, AQ=OP^2-OA^2.

6. Draw a tangent to a circle from a given point outside it. How many tangents can be drawn?

7. The angles P and R of a field PQRS are right angles. PQ=75 yards, QR=120 yards, RS=35 yards and SP=100 yards. Find the area of the field.

8. Prove that angles in the same segment of a circle are equal.

HINDU AND MUHAMMADAN LAW.—(*Mayo College.*)

1. Name the different schools of Hindu Law, together with their local extent and the authorities followed by each.

2. What is the 'Dayamushyana' form of adoption? Can you name any place where this form of adoption is prevalent to any extent?

3. What is the law under the Bombay and what under the Mitakshara Schools of Law, as to the power of a widow to adopt a son without the authority of her husband? Which view is assimilated by Rajputana in this respect?

4. What are the three vested rights of a coparcener under the Mitakshara?

5. (*a*) What are the two features of a female's estate?

(*b*) What is meant by Stridhan?

6. Name and describe the two sects of the Muhammadans.

7. How is a marriage performed and dissolved among the Muhammadans?

8. (*a*) What is pre-emption and what is the object of the rule?

(*b*) Who are entitled to claim the right of pre-emption and what are the forms observed to enforce it?

LAW.—(*Mayo College.*)

1. How is Law made in India?

2. What are the different kinds of Evidence and what questions may a witness fairly be asked?

3. What are the 'Marks' of a Sovereign Society and apply these tests to the Native States of India.

POLITICAL ECONOMY.—(*Mayo College.*)

1. Distinguish briefly and carefully between:—

(*a*) Money and Wealth.

(*b*) Simple and Complex Co-operation of Labour.

(*c*) Fixed and Circulating Capital.

2. What reasons account for the difference of wages in different employments?

3. Discuss briefly the importance of "Credit": and give some account of the Bank Charter Act of 1844.

LAW.—(*Rajkumar College.*)

I. Examine the theories you may have heard of about the origin of sovereignty.

II. Sketch the history of the development of Roman Law.

III. What are the sources of Law?

IV. How does a code arise? What is its use? Why is there no code of civil law in India?

V. What do you know of the Hindu and Muhammadan Laws of Inference.

VI. Define, comment on, and distinguish from one another offences against property.

VII. Suppose soon after a Chief ascends the *gadi* a murder is committed, and the State police succeed in apprehending the murderer and abettors; and the Chief interested in the matter, watches events from the first stage to the last, *i.e.*, the execution of the principal criminal. Describe briefly but in accurate legal language the whole course of events.

HINDI.—(*Mayo College.*)

१—नीचे लिखे वाक्यों का अर्थ सरल हिन्दी भाषा में लिखो.

राम राज्य अभिषेक सुनि। हिय हरषे नर नारि।
लगे सुमंगल सजन सब । विधि अनुकूल बिचारि ॥ १ ॥
तब नर नाह वशिष्ट बुलाये । राम धाम सिख देन पठाये ॥ २ ॥
गुरु आगमन सुना रघुनाथा । द्वार आय नायउ पद माथा ॥ ३ ॥
सादर अर्घ्य देइ घर आने । सोरह भांति पूजि सन्माने ॥ ४ ॥
गहे चरण सिय सहित बहोरी। बोले राम कमल करजोरी ॥ ५ ॥
सेवक सदन स्वामि आगमनू । मंगल मूल अमंगल दमनू ॥ ६ ॥
तदपि उचित जनु बोलि सप्रीति। पठइय काज नाथ अस नीति ॥ ७ ॥
प्रभुता तजि प्रभु कीन्ह सनेह । भयेउ पुनीत आज मम गेह ॥ ८ ॥
आयसु होइ सो करउं गोसांई। सेवक लहइ स्वामि सेवकाई ॥ ९ ॥

२—नं० २ और नं० ३ का वाक्य कौन किससे कहता है? और नं० ४ के वाक्य में लिखा है कि सोलह प्रकार से पूजकर सन्मान किया। सो पूजने के १६ प्रकार कौन २ से हैं। सो लिखो :—

३—प्रथम ही प्रथम शिल्प शास्त्र और नीति शास्त्र के प्रवर्त्तक कौन २ से आचार्य हुए हैं? और द्रोणाचार्य और राजा द्रुपद का उपाख्यान संक्षेप से लिखो :—

४—दंड व्यूह मकर व्यूह और पद्म व्यूह किसे कहते हैं? और पत्तिक और सेना पति इन दोनों की सेनाओं का प्रमाण बताओ :—

५—हिन्दी पत्र मालिका दूसरे भाग के पृष्ट ४७ को शुद्ध देवनागरी लिपि में लिखो :—

६—Translate into English :—

देखने में तो वचन तुच्छ जान पड़ता है। परन्तु वास्तव में उसकी मनुष्य पर बुराई भलाई करने के लिये बड़ो सामर्थ्य होती है। हमारी समझ में उस पुरुष से अधिक सज्जन कोई नहीं जिस ने अपनी बाल्यावस्था ही से धर्मिष्ठ माता पिता और गुरु से सत्य वचन बोलने की शिक्षा पाई हो। ऐसे सत्पुरुषों को दूसरों के

उपकार करने की बड़ी सामर्थ्य होती है सत्य न बोलने से बड़े २ अनर्थ होते हैं। यद्यपि असत्य बचन देखने में एक छोटी सी बात जान पड़ती है परन्तु अन्त में उस का परिणाम बहुत बुरा होता है। इसलिये सदा सत्यही बोलना चाहिये:—

—Translate into idiomatic Hindi:—

Rich men with the prospect of death before them, are often very much concerned about their money affairs. If unmarried and without successors, they find a considerable difficulty in knowing what to do with the pile of gold they have gathered together during their lifetime. They must make a will and leave it to somebody. In olden times, rich people left money to pay for masses for their souls. Perhaps many do so still. Some founded alm-houses; others hospitals. Money was left for the purpose of distributing doles to poor persons, or to persons of the same name and trade as the deceased.

URDU.—(*Mayo College.*)

I. Give in idiomatic Urdu the substance of:—

(1) سچے علم کے عالم کا یہہ حق ہی کہ وہ تہذیب اخلاق کے بازار میں دوکان ادب کھولے اور متاع حسن سیرت کو متخلی بالفضائل اور متخلی بالرذائل دکھاے — اصلاح نسل آدم کے نامہ کو خط سے آراستہ کرے — اور صلاح اہل عالم کے خامہ کو قط سے پیراستہ کرے —

(2) ہر چند اون کے جبہ دامن قیامت سے دامن باندھے تھے اور عمامے گنبد فلک کا نمونہ تھے مگر اکثر اون میں طبل تہی کی طرح اندر سے خالی تھے —

(3) اوس دربار میں مختلف فرقوں کے عالی وقار جلوہ گر ہیں — بہت سے حب الوطنی کے شہید ہیں جنہوں نے اپنے مُلک کے لیئے میدان جنگ میں جائز خونی خلعت پہنے — بہت سے ایسے زیرک اور دانا بھی ہیں جو بزم تحقیق کے صدر اور اپنے مُلک کے باعث فخر رہے —

II. (*a*) What is the وجہہ شبہ in comparing جبہ to دامن قیامت and عمامہ to گنبد فلک

(*b*) Explain چلے پھپھولے پھوڑنا - دست در گریبان ہونا - پہلو چرانا and شمون کے ہاتھہ بک جانا

III. Translate into English:—

(*a*) مژگان تر ہون یا رگ تاک بریدہ ہون * جو کچھہ کہ ہون سو ہون غرض آفت رسیدہ ہون
کھینچے ہی درد آپ کو میری فروتنی * اُفتادہ ہون پہ سایئہ قد کشیدہ ہون
کرتی ہی بوئے گل تو مرے ساتھہ اختلاط * پر آہ میں موج نسیم وزیدہ ہون
اے درد جاچکا ہی میرا کام ضبط سے * میں غمزدہ تو قطرئہ اشک چکیدہ ہون

(*b*) پانی میں اوس نے راہبری کی کلیم کی * آتش میں وہ ہوا چمن آرا خلیل کا
پھرتا ہی اوس کے حکم سے گردون یہہ راتدن * چلتا ہی یاں عمل کوئی جر ثقیل کا

IV. (*a*) Write briefly in Urdu the allusions in the above question.

(*b*) Give the Arabic plurals of نسیم and صبح.

V. Transliterate رقعہ جناب بابو صاحب on page 68 of انشائے اُردو.

VI. Translate into idiomatic Urdu:—

In the meantime the friends of Nuruddin were very constant at his table, and lost no opportunity of profiting by his easy temper. They were ever praising and flattering him and pretending to discover some extraordinary virtue or grace in the most trifling action. "Sir," said one of them, "I passed the other day by the estate which you have in such and such a place; nothing

can be more magnificent or better furnished than the house; the garden belonging to it is an absolute paradise of delights." "I am quite charmed that you are pleased with it," answered Nuruddin, "let them bring me pen, ink and paper; the place is yours; I beg to hear no words on the occasion, I give it you with all my heart.

SANSKRIT.—(*Mayo College.*)

I.—To what syllables are ए, ओ, ऐ, and औ changed, when followed by a vowel? Give instances.

II.—What case do कृच् and other roots having the same sense govern? Give an instance.

III.—Compare the declensions of masculine nouns ending in उ and neuter nouns ending in उ and ऋ with those ending in इ.

IV.—Give the imperative (all numbers and persons) of ईक्ष् and स्था, and pass. पा (to drink).

V.—Decline हुतभुज् and कुर्वत् (m., f., and n.) आयुषत् (m., n.) दिशत् (m., f.) प्रदिपद् (n., f.).

VI.—Translate into Sanskrit:—

(1) He is Govind's brother.

(2) I went to school with him.

(3) There are fishes in that river.

(4) His Majesty the King-Emperor, Edward the Seventh, is the son of Queen Victoria and Prince Albert. He was born on 9th November 1841. The eldest son of the English King or Queen is always called the Prince of Wales. So Edward the Seventh, before he became King, was the Prince of Wales. While he was a boy he was educated by several gentlemen who were his tutors. Afterwards he was at three different universities—Edinburgh, Oxford, and Cambridge. In 1875 he came to India, and spent many months in visiting the different Presidencies and States.

The Indian princes gave him many beautiful presents. Some of these were live animals, and among them were elephants and tigers. He brought home with him five hundred animals, many of which were put in the Zoological Garden in London.

VII.—Translate into English:—

(१) इदं मासनं मलांक्रियतां भवता।

(२) अनया रीत्या व्याख्येयोऽयं ग्रन्थः।

(३) अमू तौ तरू यौ श्लोऽपश्यम्।

(४) मनोहरा अमी वृक्षा दृश्यन्ते पुष्पधारिणः।

(५) इत्युक्त्वोत्थायचलितः। ततोऽसौ राज्यलोभाकृष्टः कर्पूर तिलकः शृगाल वर्त्मना धावन् महा पङ्केनिमग्नः ततस्तेन हस्तिनोक्तं सखे शृगाल किमधुना विधेयं पङ्के निपतितोऽहं म्रिये परावृत्यपश्य। शृगालेन विहस्योक्तं देव मम पुच्छकावलम्बनं कृत्वोत्तिष्ट।

PERSIAN.—(*Mayo College.*)

I. Translate into English:—

(a) مُراد از نزول قرآن تحصیل سیرت خوب است نه ترتیل سوره مکتوب — عامي متعبد بیاده رفته است و عالم مدادن سرار خفته — عامي که دست بردارد به از عابدے که عجب در سر دارد —

(*b*) شغالے خرد سے رآدر خواب سحر بگرفت — فریاد برداشت که من مونس بیدارانم و مونن شب زنده داران از کشتن من بپرهیز و خون مرابه تیغ تعدي مریز - شغال گفت من درکشتن تو چنان یکجهت نیستم که بهیچ وجه ازان بازایستم و خودرا ازین اختیار بپرداختم و تر آدرین صورت مخیر ساختم — اگر خواهي بیك ضرب پنجه جان ترا بستانم و اگر خواهي لقمه لقمه ترا طعمه گردانم —

(*c*) داد از خویشتن بده تا از داوري بے نیاز باشي — مرگ بهتر از نیازبه همسران خویش — هر اندیشه که بترسد برسست پیمانان استوار مباش و بر استواران سستي منمائے - نادانست کسیکه از کهتري بمهتري رسیده باشد و برابهمان چشم کتهري بیند -

II. Give the meanings of the following phrases and illustrate each with an example:—

سرکه بر رومالیدن - بریخ پوشتن - پوشتین دریدن and باکسے در افتادن —

III. Translate into English:—

زکلک فصاحت بیاني که داشت — بدلها چونقش نگین برنگاشت

سر از کوئي صورت بمعني کشید — قلم بر سر حرف دعوی کشید

چوسندان کسے سخت روئے نکرد — که خایك تادیب برسر نخورد

بسر پنجگي کس نبودست گوئے — سپاس خداوند توفیق گوئے

دگر دیده چون برفروزد چراغ — چو کرم لحد خورد پیهه دماغ

تو گر شکر کردي که بادیدهٔ — و گرنه تو هم چشم پوشیدهٔ

مزاجت تر و خشک و گرم است وسرد — مرکب ازین چار طبعست مرد

یکے زین چو بر دیگرے یافت دست — ترا روئے عدل طبیعت شکست

IV. (*a*) Give the Arabic plurals or singulars as the case may be of فن, قری, محنت and ملاطفات

(*b*) What is the force of انه and ا in فرزانه, انجمن and توانا

(*c*) Write two مصدر which can be used as لازمي and متعدي both and illustrate each with an example.

V. Translate into Persian:—

Some years ago, when the Afghans had possession of Persia, a rude chief of that nation was Governor of Shiraz. A poet composed an ode in which he praised his wisdom, valour, and his virtues. As he was taking it to the palace, a friend asked him if he was insane, to offer an ode to a barbarian who hardly understood a word of the Persian language.

GUJARATI.—(*Rajkumar College.*)

I. Give a short life of પ્રેમાનંદ mentioning the principal works composed by him.

II. Give the meanings of the following words:—

પ્લવંગ, વરખા, ઉડગણ, વરણાગી, ખુસટિયો, દૂકોદર, સંત્રશ, ધાધૂપો, પ્રાહુણા, કિરીટિ, અક્ષોહિણી, બ્યાળ, દ્વિજરાજ, તોખાર, દોહલો.

III. Write what you know of—

સુદેષ્ણા; કર્ણ; પાંચાલી; સાત્યકિ; હિડિંબા ?

IV. Explain fully—

i. એવું કહિ રોયા પરબ્રહ્મ, અહિલોચને ન પ્રીછ્યો મર્મ ;
અધરી અગડ જ્યારે ગોરે કરી, શુક્રાચાર્ય સાચા, નોહે હરિ.

ii. વાત રાખી વિશ્વંભરે, ત્યાંથી પાછા વળિયાજી;
નવસે નવાણું પૂર્યાં સભામાં, મોસાળાને ખોલે વળિયાજી.

iii. શિબિરે જઇને સાથ મળિયેા, ઋષિ બોલ્યા વાકય ;
કાલે ન મારૂં અભિમન્યુને, તેા પડું કુંભી પાક.

iv. મત્સ્યવેધ ને ખાંડવદહન, જીત્યા શ્રીત્રિપુરારિજી ;
તે વેળા કાંઇ અર્જુને ન હોતી, બાંધી રક્ષા ધારીજી.

v. સૌભદ્રે લીધેા લટપટી, સેામને રાહુ જેમ ;
વ્યાકુળ કીધેા જોતાં માંહે, ઢાંકિયેા શરજાળ.

vi. શરચેાટે છેદું શરીર, કરૂં મેરૂ પર્વત પાર ;
આદીત્યને અહીં થકી ભેદું, તારાને વેધું ત્રાક.

V. Briefly recite the story of અહીલોચન, and of the war after અભિમન્યુ joined it, mentioning the names of the principal warriors on both the sides.

VI. Write short notes on—

(*a*) માયા કીધી અંતરિક્ષમારગ, વરસતા પાષાણ.

(*b*) શું ભારતણી લે માથે, જેમ શકટ હેઠે શ્વાન.

(*c*) તે ઝુમતેા ને ઘુંમતેા, એક દંતવહેાણેા હાથી.

(*d*) કેશ વેશ વામાના વરણ્યે, વિષધર રાજા થાકે ;

(*e*) અમેા કાંઇ લેાપું નહિ, મામા કેરેા ચીલેા.

VII. Translate into Vernacular:—

(*a*) The people who dwelt there were called *Aztecs*. They were very different from the other Indian tribes, who dwelt on the Atlantic coasts. They were highly civilized, and had a written language of their own. They were also powerful in war, and were acknowledged as master by all the nations around. At the beginning of the sixteenth century, these wonderful people were at the height of their power. They were ruled over by a King called Montezuma, whom they loved and reverenced as a god. But in an evil hour the story of their great riches reached the ears of the cruel and greedy Spaniards, with whom the lust for gold was the ruling passion.

(*b*) "Here is the house," said he at last, dismounting before a low mean hut. He knocked, no answer was returned; he knocked again, but still there was no reply; he shook the door and essayed to open it, but it appeared firmly locked and bolted. "They are out," said he, "I feared it might be so. Now what are we to do?"

"There can be no difficulty," said I, "with respect to what we have to do. If your friends are gone out, it is easy enough to go to an inn."

URDU.—*(Aitchison and Rajkumar Colleges.)*

1. Paraphrase:—

هوئي مقتضي جبكه حكمت خدا كي * كه تعليم جاري هو خيرالورى كي
پڑي دهوم عالم مين دين هدى كي * تو عالم كي تمكو حكومت عطا كي
كه پهيلاؤ دنيا مين حكم شريعت * كرو ختم بندون پر مالك كي حجت
ادا كرچكي جب حق اپنا حكومت * رهي اب نه اسلام كو اوسكي حاجت
مگر حيف اے فخر آدم كي امت * هوئي آدميت بهي ساتهه اوسكي رخصت
حكومت تهي گويا كه ايك جهول تمپر * كه اڑتى هى اوسكى نكل آئي جوهر

2. Give (*a*) English equivalents of:—

عجم اندلس لنكا ارسطو بحر قلزم عبراني بر اعظم
رياضي هيئت فلاحت

(*b*) Plurals of:—

عالم حاكم كتاب ملك افق سبب گڈري
فرج هاڈي قانون

3. Write in Urdu the account of Mahdi مهدي as given in your text book.

4. Describe the condition of the Musalman nobility as given by Hali, quoting as much as you can from the text book.

5. Explain:—

آتش پارسي حميم و زقوم باغ رضوان مربع كي شكل

فصاحت و بلاغت سرمايهٔ دين و دنيا مسدح و ذم مهم

فوج از خود رفته هوگئي مصيبت كا سامنا هوا

6. Describe briefly the Expedition of Sudan under Baker Pasha.

7. Render the following into idiomatic English:—

جيسي كرني ويسي بهرني خيالي پلاؤ پكانا غرض كي تواضع غرضكي

مدارا كل كي مرغي سے آجكا انڈا بهتر هي سچے كو آنچ نهين

8. Translate into Urdu:—

A dinner at the house of a rich Chinaman is a very long and elaborate meal as the following description shows: "We were shown first into the inner compartment, and seated on a divan whilst they brought us tea, dried fruits and confections such as almonds and melonseeds, both salted and sugared. We then adjourned to the outer chamber wherethe dinner was spread on a table. But what a table! It was just about 3 feet square and on this were placed no less than ten dishes besides our own plates. At this tiny table we were seated and each was provided with a small saucer."

REVENUE AND THEORETICAL SURVEY PAPER.—(*Mayo College.*)

1. What are the advantages of a "Land Revenue Settlement"?

2. What should a Settlement Record consist of?

3. Explain the term "mutation of names." Why are the mutation proceedings necessary?

4. Distinguish between a first and a second class tank.

5. Construct a scale measuring 16 inches to a mile.

6. Make a sketch of a field from the following notes:—

	LINKS.	
	To ⊙ A	
0	330	
H 12	240	
	From ⊙ C	turn left.
	To ⊙ C	
	640	0
	434	53 G.
0	328	
E 30	268	
	From ⊙ B	range W 60° S.
	To ⊙ B	
	465	0
	310	62 D.
	From A	range N.

DRAWING.

I. Draw an outline of a design with a pencil in a smaller scale from the Longman's Charts, Intermediate Series, example I.

II. Ink and colour the same aniline colours given in question I.

III. Draw a Model Drawing in outline with a pencil of a group of models consisting of two blocks as a base, one arch and a pot upon it, put before you.

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